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COURSE OF STUDY

FOR SECONDARY SCHOOLS

BUSINESS STUDIES



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DEPARTMENT OF EDUCATION

THE STATE OF COLORADO

INEZ JOHNSON LEWIS

State Superintendent of Public Instruction

DENVER

STATE OF COLORADO
DEPARTMENT OF EDUCATION

COURSE OF STUDY

FOR

Secondary Schools Business Studies



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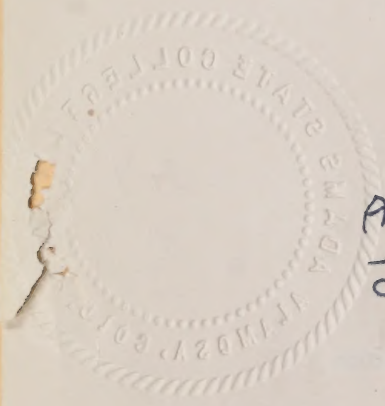
INEZ JOHNSON LEWIS
State Superintendent of Public Instruction
DENVER



STATE OF COLORADO
DEPARTMENT OF EDUCATION

COURSE OF STUDY
for
Secondary Schools
Business Studies

THE BRADFORD-ROBINSON PTG. CO., DENVER



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FOREWORD

The State Department of Education takes pleasure in presenting a course of study to the teachers in the secondary schools of Colorado. It is organized in a series of bulletins which are intended to supplement the elementary course of study previously issued by this Department.

The preparation of these bulletins entailed continuous, purposeful, cooperative effort over a period of five years on the part of teachers, supervisors, and administrators, as well as many lay citizens interested in the welfare of education in Colorado. Classroom teachers, through their intimate knowledge of the social and economic background of the various sections of the state, presented a composite scene of the way of life in Colorado. This composite picture controlled the development of the course of study for the secondary schools so that it would be yielding and adjustable to the local situation.

The content of the bulletins was determined by committees consisting of classroom teachers, administrators, and supervisors. Committees had the counsel of experts in various fields of education. Scientific studies and surveys were used in their deliberations and served as a basis for arriving at conclusions. The instructional materials submitted by the production committees were assembled and coordinated by the state directing committee.

These bulletins are offered as tentative plans. No course of study is final. Revisions must be made as changes occur in school population, social conditions, and data from educational research.

The cooperative groups had specific fundamental objectives in mind in preparing these curriculum bulletins. Among these were:

I. To provide related and continuous experiences for pupils in secondary schools

The bulletins for the high school level adhere to fundamental principles of education and are in accordance with the findings of modern scientific research. Their content emphasizes the fact that education is a continuous process although the curriculum may be organized around subjects which are allocated to grade levels. Experiences in various

classes should not be isolated from one another. Moreover, strands of experience extend from the elementary school through the secondary division.

II. To improve the general quality of instruction in high schools of the state by furnishing guides to curriculum content and organization

These guides are valuable to the extent that they stimulate the teachers' thinking as to materials, methods, scope, and direction of activities. They indicate understandings which are essential for all people in a democracy and suggest methods by which these understandings may be developed. They also indicate how the needs of the individual child and his environment may be taken into consideration and constitute the basic factors in the development of the curriculum.

It should be noted that these curriculum bulletins are not to be followed section by section or page by page. Rather, the state course of study yields to local judgments and initiative. Teachers are free to create activities which provide experiences needed by pupils in their charge. Likewise, the state course of study may be enriched and broadened so as to harmonize with the social and economic background of the local community when in the opinion of the teacher such is advisable.

III. To provide bases for the development of common understandings on the part of high school students

People live under widely different geographical influences with varied social and economic backgrounds. This makes for widespread differences in interests and experiences and creates a demand for variation in curricula. However, these differences also necessitate the development of a body of common knowledge among people which will extend from community to community and will foster a sympathetic understanding toward the problems of all. In view of the need for a "common understanding," the high school must select a body of common knowledge deserving of general approval which concerns human relationships, government, and general well being.

Organization

The curriculum in most secondary schools of Colorado is organized around subjects and departments. These bulletins recognize this condition, and their content is arranged accordingly. Nevertheless, this Department definitely desires to encourage further study into the processes of correlation and integration.

Sometimes correlation of science, social studies, and other subjects provides a more meaningful series of experiences for the student. As long as the present organization of subject matter prevails, it should be remembered that any subject may be a starting point from which the teacher can lead out in many directions. The teacher should not be limited by the boundaries of the subject matter which he is teaching. He should step over into realms of subjects other than his own so that he may develop a sense of value about the total school program. By this method, he will also be able to meet the real problems of his students and so contribute to the growth of their personalities.

The School and Democracy

These publications recognize that scientific achievement has changed the world in which we live. Modern life is fundamentally unlike the frontier existence of our forefathers. They accepted a simple way of life. From a simple economy we have emerged into a complex interdependent society. Education must face these facts and the new problems which threaten our social structure.

We are at a critical period which requires the best of mind and spirit in education. In this period of transition and adjustment, it is necessary for education to re-examine and restate its principles and purposes in its efforts to maintain our democracy.

It is not the purpose to overstate the challenge or to over-emphasize the number of bewildering problems of the day. Rather our purpose is to encourage recognition of realities and at the same time to justify our faith in education as means of a proper approach to solutions.

If the school is to serve democracy, the teacher must more than ever direct students to the best of life's enduring values and at the same time not be fearful of bringing to the fore the devastating effects of moral delinquency, crime, and the lasting conse-

quences of poverty. The school, in order to meet its obligations, must weigh human ills as well as human values. Also direction should be given to activities which develop a student's awareness of his responsibilities and rights and obligations in a democratic social order.

These bulletins recognize the invaluable guiding spirit of the teacher. Teacher-pupil contact is a daily living force which stimulates the growth of ideals and aspirations. Let us not forget that the school curriculum in itself may be dull and lifeless. It needs the personality of a teacher to make it a vital, living thing.

INEZ JOHNSON LEWIS,
State Superintendent of Public Instruction.

ACKNOWLEDGMENTS

The State Department of Education gratefully acknowledges its indebtedness to the teaching profession of Colorado and to the many lay citizens who have directly and indirectly aided in the making of this state course of study. It is regretted that space will not permit the specific mention of all persons who have given of their time and energy in this undertaking.

In a venture of this kind, it is necessary to have individuals who will assume responsibilities under the guidance of the State Department of Education for working out plans and details. The State Directing Committee appointed for this purpose consisted of Mr. A. C. Cross, University of Colorado, Boulder; Dr. Alvin Schindler, University of Denver; Dr. William Wrinkle, Colorado State College of Education, Greeley; Dr. Earl Davies, Adams State Teachers' College, Alamosa, Chairman. At the death of Dr. Davies, August 25, 1938, Dr. Schindler was appointed chairman of the committee and assumed responsibility for the program.

The Directing Committee was ably assisted by faculty members of the institutions of higher learning in Colorado and in other states, by lay citizens, and by teachers in the public schools. Suggestions and inspirations gathered from members of the faculties of the University of Chicago, University of Denver, and Colorado State College of Education deserve special recognition. The State Department, as it planned the development of the program, had the advice and counsel of directors of curriculum from many other state departments of education.

The State Department desires to recognize the very valuable service rendered by Miss Evelyn Irey, Deputy State Superintendent of Public Instruction, and Miss Rowena K. Hampshire, former Deputy State Superintendent of Public Instruction, who gave valuable assistance to the production of committees and cooperated with the Directing Committee in coordinating, assembling and editing the material.

The State Department of Education feels greatly indebted to all who have in any way contributed by word or deed to this enterprise.

INEZ JOHNSON LEWIS,
State Superintendent of Public Instruction.

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PART I

INTRODUCTION

This is one of a series of bulletins published by the State Department of Education to help teachers improve the curriculum in the secondary schools of Colorado. It summarizes considerations which are basic in developing the business curriculum and offers definite suggestions relative to the content of business education courses which may be offered in high schools.

The material in the bulletin is divided into two major parts. Part I, the *Introduction*, is concerned with an overview of the business field. It sets forth the committee's point of view and presents a discussion of principles of business education. A curriculum pattern is suggested and ways of adapting it in various school situations are explained. Part II deals with content and procedures which are appropriate for various courses. Special attention is given to those areas of the curriculum which the committee believes are being neglected in many of the high schools.

How to Use This Bulletin

It is not intended that this bulletin be considered the Alpha and Omega of the business curriculum. Rather it is to be regarded as a source book which teachers may use in developing appropriate courses. The particular school situation, the available facilities, and the community in which the school is located are all factors which influence the nature of the curriculum. It is, therefore, impossible to specify a pattern of courses and the content of each course in such a way that the ideas presented in this bulletin may be used without alteration. The committee has attempted to be relatively specific in its suggestions and at the same time allow flexibility.

A number of recommendations in this bulletin are controversial. It is hoped that they will stimulate discussion among teachers in the field of business education and that the study will not be confined to teachers in this field alone. Teachers from other areas should be included so that the work and planning of individual teachers may be carried on in relation to the school program in its entirety. Even though improvements are concentrated primarily in the curriculum of one department, they

cannot take place in isolation from the curriculum in other departments.

Much research and experimentation are needed in the field of business education. The alert and forward looking classroom teacher is vital in this work and needs to assume definite responsibilities. It is hoped that the materials here presented will be used as a starting point for further exploration in individual situations. It is also hoped that the promising results of experiments will be made available to teachers of the state.

There is no intention that the suggested materials included in this bulletin should be bodily incorporated in any class or school. Rather they are to be considered as suggestions for the development of a course where one is not now present, or for the improvement of a course which is now in the process of revision. In many schools, classes are conducted in terms of one textbook. Careful consideration of present procedures in terms of the suggestions herein made may make it possible to enrich the course by developing units which will supplement the textbook. Some of the activities in Part II may be used as they stand in relation to a textbook. Others may need to be altered to fit a given situation. Furthermore, it should be recognized that the outlines presented herein are not exhaustive and that in some areas they need to be extended.

The Committee's Point of View

The members of the committee made a thorough study of the field of business education from several angles. Problems such as the following were considered: What is being done? What should be done? How may schools best accomplish the objectives which are appropriate for them in terms of the current social and economic maze? The committee arrived at tentative conclusions and attempted to use them in formulating a program which meets the needs in Colorado.

The committee, first of all, recognized that the majority of the secondary schools of Colorado are located in areas which are not characterized by density of population, industrial activities, or great offices. While there are some communities which stand out in striking contrast to this, the members of the committee felt that the suggested program should be in terms of the situation most frequently encountered and that it should fit the needs of the

majority of the high schools of the state. The suggested program was therefore developed so that it would be appropriate for the smaller schools.

If the function of education is that of directing the growth of individuals toward socially useful ends, it follows that there must be a close relationship between individual and social experiences. In some form or other everyone is touched by economic living, and it is with this particular phase of living that business education deals. However, it must always be recognized that economic adjustments are not separate and apart from other phases of living, being but a portion of a "seamless web of life." According to this point of view, the committee attempted to consider other areas of the school curriculum and to suggest a business education program which would be related to them. The committee felt that business education should emphasize social as well as individual developments. A broad program, based upon a sound social viewpoint, is preferable to a narrow program which is primarily concerned with individual interests.

To the members of the committee as well as to many others who have given serious consideration to problems confronting the educator today, it seems incontestable that the business studies must contribute to general education as well as to vocational education. General education outcomes must contribute to goals of self-realization, social efficiency, and civic responsibility. In most schools these goals are as important as vocational outcomes, and the committee believes that they have been frequently neglected in business education courses. The first task of the business education department is that of helping each pupil to develop an understanding of and appreciation for business organization, its principles, and its relationships. This implies a knowledge of fundamental economic principles. Coupled with this is the development of those attitudes and skills which will aid the pupil in his contribution to his own welfare, to the business structure, and to society in general.

The knowledges and skills of benefit to all should be made available to all pupils while the specific vocational skills and techniques should be made available to those pupils desiring definite vocational preparation. It is felt that in a majority of Colorado high schools the character and function of the school and the character of the population of the community, with its

attendant vocational outlets, demand that emphasis be placed upon the basic subject matter and activities rather than on specific vocational skills. This point of view has dominated the development of the suggested minimum program of activities which follows. It prompted the use of more details in the outlines of the general courses than in the outlines of courses which are justified primarily in terms of vocational values. Emphasis growing out of this viewpoint should not be interpreted as a condemnation of courses in which specific skills are developed.

It is hoped that more schools will find it possible to offer a well-rounded program in business education. Consumer problems are business education problems which actively influence the lives of all peoples. Whatever role an individual may have in this world, a knowledge of general business practices and procedures coupled with an understanding of basic economic principles is invaluable. The individual and collective interest of consumers present a field which must be given special consideration. It is within this area of consumer intelligence that business education may furnish a unique and essential element of the entire educational structure.

While business studies serve all in their roles as consumers, they serve a more specific number of the group in their activities as producers, be they producers of goods or services. Here again we have the producer as an individual and at the same time as a member of the social group. Consequently, there must be considered what the individual, in terms of his own abilities and aptitudes, can and may do in terms of the basic social and economic pattern, as well as an evaluation of the good and bad elements of the latter.

The committee recognizes that various departments of the high school have an important responsibility for general education. The committee believes that the best results can be obtained when the efforts of the various departments are combined or unified. Accordingly, some of the problems which have been indicated as having suitable content for the general business education courses are really problems for other departments as well. The committee, therefore, is of the opinion that in some schools certain general courses which have been recommended for the business education department may be developed cooperatively by several departments. At the present time, business education teachers are too much inclined to relegate these responsibilities to others. The

committee's position on this point will be more definitely indicated in its discussion of the curriculum pattern.

In the light of the committee's viewpoint, it is obvious that the guidance program in every high school must be developed to the place where it assists each pupil to choose business education courses wisely. Since the guidance program in many high schools is inadequate, the committee considers guidance a major responsibility of the general business courses, especially the first general course. Either through that or through other means, pupils should be led to analyze their vocational objectives and to select business courses which are primarily vocational in nature according to their interests and ability.

In suggesting the content which follows, the committee considered the fact that business men who have employed high school graduates from business education departments have been more satisfied with the technical skills of the pupils than with the non-technical preparation. In considering the possibilities for giving more attention to the non-technical preparation, it was decided that in certain respects this area of outcomes might receive more attention in typing, shorthand, or other technical classes. However, it was recognized that the emphasis in the past has not been adequate and will probably never be adequate until appropriate general courses are developed.

The Functions of Business Education in Secondary Schools

In terms of the foregoing point of view there stand out in bold relief three functions in the field of business studies. These may be stated as follows:

1. To foster an appreciation and understanding of business as it operates at the present time and to inculcate the desire to elevate and make dominant those practices which are socially ethical
2. To develop intelligent consumer behavior insofar as is concerned a knowledge of business practices and procedures together with the requisite common skills
3. To provide the opportunity for high school pupils to achieve those vocational skills most useful in terms of the existing occupational pattern, promotional opportunities, and individual abilities and interest

In each of these areas there may be delineated certain aims which, if attained, will make a definite and needed contribution to the educative process. They will assist in the solution of those vital problems encountered in individual and social life and provide opportunity for investigation of the business world. These aims might be stated as follows:

1. Understanding the Role of Business

- a. To develop an understanding of the essential characteristics and economic and social functions of the institutions of business from the standpoints of production, distribution, exchange, and communication
- b. To develop an appreciation and understanding of the valuable contributions of business to society, both past and present, as well as to the individuals constituting society
- c. To develop an understanding of the relationship between political and business institutions
- d. To develop an understanding of the malpractices of business with their attendant repercussions on society and its component parts

2. Consumer Behavior

- a. To develop an understanding of the economic system as related to the consumer, the services which the consumer has a right to expect from business
- b. To develop an understanding of the problems of financial management of both the individual and the family
- c. To assist the individual in understanding how he, as a consumer, may promote socially useful business activities
- d. To give the consumer a knowledge of how to find and make use of sources of reliable information which will assist him in meeting his problems
- e. To give the consumer a critical ability applicable to the solution of his problems

3. Vocational Aspects

- a. To develop an understanding of the present occupational pattern, together with possible trends, both national and local
- b. To develop an understanding by the individual of the abilities demanded by the present business structure and an awareness of the constant need for adaptation and adjustment
- c. To develop that background which will make possible future specialization
- d. To provide an opportunity for the acquisition and development of those skills and understandings which will assist the individual in securing a job

A Survey of the Curriculum Pattern

As stated before, the department of business studies in the typical small high school better serves the needs of the pupils and the community when it turns its attention toward the development of a program which will have as its end product the formulation of generalizations basic to the economic life of today. In the more concentrated population areas, or in the larger schools, the building of specific vocational skills may be emphasized. The result of this basic point of view is obvious in the suggested curriculum pattern, and the pattern should be considered accordingly. *The explanations immediately following the outline should be studied carefully* as they clarify the committee's position.

The suggested grade placement is in terms of the small school offering a minimum program. The four courses which are recommended for all pupils are presented first. The other courses are recommended for pupils who have definite vocational objectives.

9th year	Business I (Introduction to Business)	Basic economic generalizations and personal-business relationships are emphasized. (In many current programs some of these materials are represented under the head of junior business training. The included materials are designed to replace this program.)
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11th year	Business II (Business Principles)	The course is concerned with bookkeeping and related business problems.
12th year	Business III (Consumer Economics)	The financial problems of individuals, families, communities, and larger governmental units are considered in the light of basic social, economic, and business principles.
9th or 10th year	Typing I	The skills and knowledge which are of value for personal use should be developed. At the same time the foundation for advanced typing will be laid.
11th or 12th year	Typing II	The course should be offered for pupils who wish to make vocational use of typing.
12th year	Advanced Bookkeeping	The course should be offered only for pupils who wish to make vocational use of bookkeeping.
11th year	Shorthand I	The course should be restricted to pupils who anticipate positions requiring this skill.
12th year	Shorthand II	If possible, students who enroll for this course should at the same time enroll for Typing II.
11th or 12th year	Distributive Occupations	This should be an elective course for students with related vocational interests.

It will be noted that courses such as business arithmetic, penmanship, economic geography, spelling, business English, economics, or commercial law have not been included. The materials included in those courses are presented with best results when they are made a part of the other business courses or are developed in courses of other departments. Current experimentation and research lends substantial documentary evidence to support this

view. Business arithmetic, penmanship, spelling, and business English should be a part of every course. Business arithmetic would be especially prominent in bookkeeping and to some extent in the other general courses. Business English should be a part of every course. The regular courses offered in the English department should be taught in such a functional way that it is unnecessary to set up separate courses in business English. Commercial law should receive a prominent place in Business I, Business II, and Business III, although in some instances schools might be justified in offering a separate course in this field. The abilities which are usually sought in the courses which have been omitted are not isolated elements to be engaged in during one specific period of the day for a given length of time. Most of them are required in relation to functional problems. The ability to use clear and concise English, either written or oral, suitable to the particular occasion should receive attention continuously. The mathematics, English, and business teachers may profitably work and plan together in close harmony to see that the courses are evolved so as to make these skills functional rather than excrescent.

As previously indicated, the course in Business I is designed to include materials which are frequently represented under the head of junior business training. If a school offers a course in junior business training, the content of the course should be checked in terms of the content which has been suggested for Business I, and then the latter would naturally be unnecessary. Business I, if properly developed, includes the justifiable elements of junior business training and gives attention to significant problems which are often neglected at present. The committee recognizes that much of the content which is currently included in many of the courses in junior business training is not justified. Text-books are followed blindly, and the needs of the pupils are not considered. The committee recognizes that certain advantages would be gained by placing Business I in the tenth grade instead of in the ninth, and in certain schools that grade placement may be followed. Likewise, the committee recognizes that the schools which are developing a general education course, or something comparable to it, which is required of all pupils, might adapt the content which is suggested for Business I as a part of that course. However, if such is the case, the business education teacher

or teachers should have a part in formulating the general education course. Guidance should be recognized as a very important function of Business I.

Business III, recommended for the twelfth year, is considered to be a fundamental course along with Business I. However, the committee recognizes that certain schools which are developing a general education course, or something comparable to it, for the twelfth year may not find it necessary or convenient to set up a course in Business III in the commercial department. If the content which is presented for the twelfth year in the *Social Studies Bulletin* of the *Colorado Course of Study for Secondary Schools* is examined carefully, it will be seen that much of it is similar to the content that is recommended for Business III. If schools which offer courses in economics, government, or modern problems will compare the content of those courses with the twelfth year outline of the *Social Studies Bulletin* or the recommended outline for Business III, they will find that again there is a great deal of duplication. The committee realizes that the ultimate solution to the problem of integrating the materials referred to must take place within each school system. One department should not compete with another. The solution demands cooperation. However, the materials which are suggested for Business III should not be neglected, and until schools develop integrated courses which are satisfactory, the committee recommends Business III for all students and especially for those who have definite vocational interests in the commercial field.

If the course in Business II is properly developed, it should be recommended for all high school students. It is essential for those who wish to take up a vocation in business. The course is concerned with skills and knowledges which are valuable for personal use and which are also the foundation for advanced training in bookkeeping. If the course is restricted entirely to consumer or personal use bookkeeping, it may be limited to one semester.

When certain teachers and administrators first read the recommendations of the committee in respect to Business I, Business II, and Business III, they may conclude immediately that the recommendations are impractical as well as impossible. However, further study will reveal that the recommendations have much in common with certain courses which are offered at the present time

and that they really constitute an integration of current courses. Further study will also reveal that the three courses are concerned with neglected areas which are of utmost significance. The grade placement and exact content of these courses are matters which must be considered separately by each school. The committee is convinced that these courses are very significant for a well-rounded program of business education.

All schools should strive to offer one year of typing, not as a professional course, but as a personal use course. The placement will be in either grades nine or ten. The advanced course in typing, the course for the student with a vocational interest in business, should be placed in grade twelve along with the advanced course in shorthand or stenography. Typing I should be taught from the personal use point of view. Moreover, pupils who do not expect to take up an occupation where typing is important should not be allowed to register for Typing II. Some educators believe that the typing skills which are necessary for personal use may be developed in one semester.

The first year of shorthand should be regarded as a vocational course. According to employment possibilities, only a small portion of the student body should enroll for it. It is probably true that many of the smaller schools cannot justify courses in shorthand. Furthermore, one year of shorthand is usually of little value to the pupil. It should be followed by a second year. Wise guidance in relation to the selection of shorthand courses may decrease enrollment to some extent, but it will ultimately be a credit to the business education department.

The committee has recommended the placement of a course in distributive occupations in either grade eleven or twelve, depending upon opportunities in the program. This course is receiving more attention each year and should prove to be a very valuable one. However, it should be selected by pupils who have recognized their need through the guidance program or through the course in Business Education I.

A word may be said in regard to the typical course in commercial law. That course is concerned with many elements of great utility. At the present time many pupils do not have an opportunity to elect it and therefore graduate from high school without understandings of every day law. For that reason, it is important to set up in the high school a course which includes the

more important and functional elements of law. At first the committee thought that a course in this field should be recommended, but after consideration of various problems decided to include it as an integrated part of general courses. If some schools offer a separate course, the committee challenges the teachers to evaluate the relative values of problems which are usually included in the textbooks and to eliminate or to give very little attention to problems of low utility. At the present time attention is given to so many different elements that the really valuable ones are often lost in obscurity among those which do not function frequently in the lives of most pupils or adults.

If the vocational courses are offered, the curriculum should be set up to provide training for those skills and abilities for which use may be found in the community, and the number of pupils admitted to the courses should be determined by employment demands. Furthermore, technical or vocational courses should be limited to pupils who have (a) a definite desire and need to use such skills in order to secure employment, and (b) the capacity or aptitude, as evidenced by definite measures, to undertake such studies. Vocational offerings may be made available to pupils with non-vocational interests if their school program permits and if they exhibit the requisite abilities.

The above elements imply a program of guidance, placement, and follow-up. Only those who can and will use the vocational skills acquired should be permitted to follow such a course of study. If all pupils register for Business I, that course should be used to provide pupils with the insights and understandings which will enable them to make intelligent choices. If Business I is taken by a relatively small portion of the student body, other provisions for the dissemination of information must be included in the guidance program. Various criteria have been suggested and used from time to time to determine which students should enroll for the vocational courses. The work in the first course in typewriting provides one kind of information. Prognostic tests are available. Proficiency in English as revealed by tests and grades in the required English courses should be considered. The future plans of the pupil are important. An adequate cumulative record system is valuable. The whole problem of guidance is beyond the scope of this bulletin, but it is recognized by the committee as a prerequisite to a satisfactory secondary school program.

Such vocational offerings as are made available should be open to the non-vocational pupils in the event their school program permits such selection, and they exhibit the requisite interest and ability. This latter line of activity makes no effort to meet college entrance requirements.

A program such as that outlined above makes imperative the building up of new instructional materials. Fortunately there is a great deal of necessary literature available, although the incorporation of it into effective teaching units amenable to effective procedures is a virgin field and presents a real challenge to those interested in the area of business studies. Much research and study are necessary. The various business subjects have deliberately been given numbers rather than titles, the latter being too suggestive of hide-bound subject matter divisions. It is thus more easily made possible to develop units of material from time to time and incorporate them in a given section of the study of business and economic activities, or to shift the time of presentation of those already found applicable. The classroom must be recognized as a library, a laboratory, and a discussion room, rather than a place of drill or of questions and answers, lending itself to the solution of individual problems, general discussion, reports, and other group activities.

PART II

BUSINESS EDUCATION COURSES

The outlines which follow should not be read or used without careful consideration of explanations presented in Part I. The comments under the committee's point of view and in relation to the curriculum pattern are especially important.

The first three divisions of Part II offer suggestions for the courses in Business I, Business II, and Business III. The outlines for these courses should be examined in the light of the comments preceding them. The outlines for Business I and Business III are relatively extensive because they offer materials which are new in some schools and are considered to be very important by the committee. The suggestions pertaining to teaching procedures in the courses are brief but nevertheless very important.

The outlines pertaining to shorthand, typewriting, and book-keeping are relatively brief because the content and procedures in these courses are relatively well established. A few important developments are recommended. The outline pertaining to retail selling is quite extensive and should prove to be valuable for teachers who are developing courses in that field. If such a course is not offered, certain of the suggested units should be included in other courses.

Teachers in the field of business education should make use of materials presented in the *Social Studies Bulletin* of the *Colorado Course of Study for Secondary Schools* in relation to the courses in Business I and Business III. They will also find valuable material in the *Mathematics* and *English Bulletins*. Likewise teachers in other high school departments should be encouraged to use this bulletin, especially the outlines pertaining to Business I, and Business III, and retail selling. As previously indicated, there needs to be unification in the high school courses, and it can be accomplished only through cooperative study. Certain efforts or attempts in various departments should be combined. A general education or core course may be the ultimate solution. Such a course would be required of all pupils, and it would be concerned with important problems or needs which are common to all pupils. Guidance would be a major function of the course. Until such a course has been developed, the general business courses are indispensable.

SUGGESTIONS FOR BUSINESS I

The suggested units which follow are intended to develop understandings of simple economic principles and basic factors underlying business activity. They should not result in a mere description of business or in purposeless enumeration of isolated facts. It is hoped that the study of the units will help pupils develop ideas which function in everyday living.

During recent years there has been a steady and certain trend away from the traditional course in junior business training. That course offers skills and facts which are of relatively little value to many pupils. Studies, surveys, and casual observation all indicate that the development of junior clerical skills should be subordinate to the development of understandings of the basic economic framework and to the formation of generalizations concerning the business of everyday life. Furthermore, the generalizations which the pupils should develop are not to be forgotten after they leave the threshold of the classroom but are to be carried over and made operative in guiding the everyday activities of the individual. Full participation in the democratic way of life necessitates conduct guided by valid attitudes and understandings, and it is believed that the materials herein suggested make a valuable contribution to this end.

The function that an idea is to have determines the selection and organization of the material used in building it. Attitudes and understandings are the first goals of the materials herein outlined. On the basis of these, habits and skills may be sought. The body of material incorporated in Business I should be required of all those who anticipate further training in business studies, and they should be included, whenever possible, in the curriculum of pupils who have no such aim. The destiny and adjustment of each person is closely related to economic living. It is inescapable that Business I should be an overview of business activity; that it should seek to furnish the pupil with an understanding of the nature of the economic organization of life today, including the close-knit union and interdependence of all interests; and that it should assist pupils in the formation of a few basic generalizations pertinent to the current economic scene. The committee believes that an individual finds it much easier to see, and to seek intelligently, his particular niche in the economic world if he first

sees as a large picture the total situation. Likewise, he will find it easier to cooperate with his fellows in the joint enterprise entailed by true democratic living.

Objectives

After a careful survey of current literature, both economic and educational, it was determined that the materials for Business I should be set up so that the following generalizations might be the minimum residue from a year's study in this field.

Part I. You and Business

1. The variety of wants man wishes to satisfy are conditioned by his energy, his aptitudes, the social status of the group in which he lives, and his income.
2. The economic life of today is characterized by exchange, specialization, and division of labor, which in turn have made necessary organization and coordination of activities.
3. By demanding specific goods or services, the consumer in the long run controls the character and direction of production.
4. The process of exchange is basic to the organization of our economic activities and is dependent upon the development of money and credit.

Part II. Producing Goods and Performing Services

1. Our natural resources, the development of manufacturing processes, and the wants and needs of the people determine what may be produced.
2. The maximum development of manufacturing processes is dependent upon the wise use of large-scale production and division of labor coupled with cooperation in the coordination of all our activities.

Part III. The Sharing of Goods and Services

1. The way in which goods and services are shared is dependent upon the manner in which each person participates in the productive process, the service he renders, and the disposition he makes of his share of the goods and services.

2. The amount of national satisfaction resulting from economic organization is dependent on the volume of production, the nature of production, and the use of the wealth of the nation.

Part IV. Your Business Problems

1. The interdependence of current society makes it imperative that each individual, both as producer and consumer, conduct his business activities with care and forethought in order that the social group may function more perfectly for all concerned.
2. In carrying on one's own affairs, he is not dependent upon his own resources alone, but on those of others. It is, therefore, necessary that he exercise such intelligence that use be made of all services in such manner that the welfare of all may be achieved.

Suggested Teaching Procedures

The content which is suggested in the unit outlines which follow should be used in so far as it applies to the needs of the pupils in a given class or community. The courses in Business I should never become rigid or stereotyped. The incomes in different communities arise from different sources such as mining, dry farming, fruit culture, raising livestock, manufacturing, etc. The present and future needs of the pupils vary accordingly. In general, the impetus for this study should be derived largely from that which is at hand and so developed that there are laid bare the broad general lines of economic activity common to all endeavor.

Nor is it intended that the order of presentation of the items included in the unit outlines should be observed where there may be many instances in which another sequence would afford more fruitful outcomes. There is, however, a definite thread of continuity running through the units making it possible to take a situation developed in one of the earlier units as the basis for further study at a later time. It will be noticed that the content suggested in the problems of each of the units contributes in some way to an understanding of the generalizations which are sought as objectives of the four major divisions. In determining the materials which the pupil should read and the various class projects

or activities, there should always be borne in mind their relationship and their contribution to the understanding and formulation of basic generalizations on the part of the pupil.

The units which follow should be regarded as source or course of study units. Accordingly, they may be used as a source of suggestions in developing teaching units for a particular class. The committee, in developing the outlines, did not attempt to develop teaching units which would be immediately applicable to all classes.

In line with the preceding suggestions reference is made to the fact that the materials are not set up in terms of problem statements. *In developing teaching units problem statements should be used.* Furthermore, the problem statements should be as realistic as possible so that they will challenge the pupils. Since the course of study units are arranged in topical outline, the teacher is free to determine problem areas in terms of the particular classroom and community situation which will result in knowledges and problem-solving skills indicated by the items included in the suggested units. Topical outlines usually fail to arouse thought in a class of high school pupils, but problems which are set up in terms of the everyday living situations stimulate critical thinking. To provide more definite suggestions in regard to ways of stating problems, a sample unit which resembles a teaching unit, although it cannot be regarded as such, is presented in the latter part of this section.

In many situations the pupils should have a part in determining the problems which they should consider and in determining procedures which should be used in study. Most certainly a teacher should not assume all of the responsibility in either setting up the problems or in providing the relevant information. The outcomes in the way of problem solving abilities should always be regarded as highly as outcomes in the form of useful generalizations. The pupils need extensive practice in defining problems, in locating sources of information, in using the sources of information to locate relevant information, in organizing information and in drawing conclusions. To a very large extent, the teacher should act as a guide as the pupils solve problems. Genuine use of problem solving procedures usually requires more time than a procedure in which the teacher gives out information and generalizations in the final form but the additional time is justified because

of the skills which the pupils develop and because the generalizations thus acquired tend to be more meaningful and permanent.

A single textbook will not suffice for Business I. It is assumed that a reference shelf containing various types of books will be available. The problem of developing such a shelf is one which can be met successfully in every community. One method which has been used is that of having each pupil contribute to a common fund the amount which he would ordinarily pay for a textbook and then to use that money to buy a greater variety of books. There is also much free material from many sources. If textbooks are ordinarily furnished by the school, the task will be even easier of accomplishment.

In relation to the outlines herein suggested, there is ample opportunity for the development of a wide variety of class activities especially if the right materials are available. Furthermore, there should be investigation and reports pertaining to local problems or practices. Visiting speakers and visual materials should be used as much as possible. Certain suggestions included in Part I of the *Social Studies Bulletin* may be useful as sources of information in regard to teaching procedures and learning activities.

An Outline of Suggested Units

PART I

YOU AND BUSINESS

Unit I. Your Dual Activities

Problem 1. Every Person a Consumer

List manner of spending a given sum or allowance; factors determining your choice of expenditure; division of income—spending, saving, giving; standards for expenditures.

Problem 2. Factors Molding the Formation of Wants and Desires

Physical environment; social environment (standard of living)—individual (aptitude, energy, discrimination, income), home, school, community; technological development—manufacturing (form), transportation (availability), communication, multiplication of desires and wants.

Problem 3. Every Person a Producer

Earning income—making goods, performing services; division of labor; mass distribution; organization; co-ordination; cooperation.

Problem 4. Consumer and Producer

Mutual interests; conflicting interests; interdependence; consumer control through expenditures.

Unit II. Making the Exchange**Problem 1. Prices and Income**

Purchasing power—money income, real income; fluctuations of prices—indices; demand and purchasing power; definitions of and effect of price changes on debtor, creditor, business operator, salaried worker, wage earner.

Problem 2. Determination of Price

Barter; value in exchange; price defined; demand and prices; prices and supply; elements of cost in prices; local price differences.

Problem 3. Media

Money—definition, function, types, legal tender, standard Gresham's law; credit—definition, function, kinds, expansion, advantages, disadvantages; extension of consumer choice of consumption.

Problem 4. Money and Prices

Quantity—money, credit; turnover—money, credit; effect on price.

Unit III. Our Common Interests**Problem 1. The Circle of Activity**

Wants balanced against wants; flow of money; wealth—definition, creation, savings, and the supply of capital.

Problem 2. Specialization

Geographic—community, nation, world; urban vs. rural life.

Problem 3. Basis of Business Activity

Free private enterprise—individual initiative; self-interest; profits and losses; private property—definition, basis, governmental relationships.

PART II

PRODUCING GOODS AND PERFORMING SERVICES

Unit 1. Your Community and Its Relation With Other Communities

Problem 1. Your Community

Business services—medical, legal, educational, religious, financial, transportation, communication, selling, recreation; goods produced—agriculture, livestock, mining, lumbering, fishing, manufacturing; you or your family and the business activities of the community.

Problem 2. Contribution of Other Communities to Your Community

Servants of life—food, clothing, shelter; communication—books, papers, movies, radio; transportation—highways, rail systems, air, water; productive implements.

Problem 3. Exchange of Goods Between Communities

Facilitating agencies—transportation devices, communicative devices; use of money and credit.

Unit II. Factors Conditioning Production and Marketing

Problem 1. Physical

Your community vs. other communities—climate, topography, natural resources (kinds, comparative advantages, conservation).

Problem 2. Human

Labor supply—make-up, availability, kind needed.

Problem 3. Prices

Effects of changes of price level—ups and downs of business, changes in nature of industry, prices out of balance; cyclical fluctuations—phases, effects; price influence on production, on consumption.

Unit III. Our Productive System

Problem 1. Kinds of Products Manufactured

Products for the home and family—food, food containers, clothes, furniture, mechanical equipment, automobile, recreational devices; products in the office—furniture, ma-

chines, miscellaneous equipment and supplies; products used by other producers—farm implements, transportation equipment, communication equipment, factory machinery.

Problem 2. Manufacturing Yesterday

Kind of product; place of manufacture; mechanical devices; development of power; the Industrial Revolution.

Problem 3. Manufacturing Today

Use of machinery—roundabout, capacity; use of power—water, steam, electricity, man; large-scale production—specialization, division of labor, mass production, combination; exchange; coordination; cooperation.

Problem 4. Agriculture and Livestock

Methods formerly used; dependence upon machinery; increased productivity; water-supply—irrigated lands, non-irrigated lands; kinds of products; significance of various products in the national economy; further processing needed.

Problem 5. Extractive Industries

Mining—processes used; metals mined in Colorado; destination in the national economy; fishing—hatcheries, recreational development of the State; lumbering; national forest areas.

Problem 6. Interdependence

Reliance on raw materials; production of producer's goods, consumer's goods.

Unit IV. Our Marketing System

Problem 1. Agencies of Marketing

Definition of marketing; retail; wholesale—general, commission (brokers), auction; organized markets—exchanges.

Problem 2. Marketing and Production

Functions—assembly, dispersion, grading (standardization), storing, sorting; productive—time, place, condition; transmission of information to consumers; interpretation and creation of consumer demand; characteristics;

mass distribution, specialization, coordination, cooperation.

Problem 3. Placing Goods Where Needed—Transportation Kinds; making shipments by—rail, bus, truck, air, water; problems—competition of highway, rail, and water transport; costs; coordination; government regulation.

Problem 4. Placing Goods Where Needed—Communication Kinds; advertising; ordering and paying—mail, telephone, telegraph; problems—costs, government control.

Unit V. How Business Is Organized

Problem 1. Need for Organization

Personal affairs—budgeting of time, income and expenditures; home; school; community; business—small, large.

Problem 2. Kinds of Business Organization—Their Management and Ownership

Proprietorship; partnership, cooperatives—kinds, what they have done; corporation—nature, capital structure, growth and development (specialization and economic interdependence); others—pools, trusts, holding companies, mergers, monopolies.

Problem 3. Organization Within a Business

Personnel—employment; office; accounting; communicating; purchasing—receiving, ordering, storing; transportation; production; advertising; selling; welfare.

Unit VI. Business and the Community

Problem 1. Business and Social Welfare

Best combination of factors—land, labor, capital, business leadership; service vs. profits—motive for going into business, business failures—capital, skill and efficiency, need for commodity or service; economic waste vs. additions to national wealth; elimination of economic waste.

Problem 2. Industrial and Social Progress

Volume of production; nature of production; use of wealth of nation.

PART III**THE SHARING OF GOODS AND SERVICES****Unit I. Who Gets the Consumer's Dollar****Problem 1. The Wage-earner, the Salaried Worker and Their Shares**

Payment of wages—basis of manner of payment; command over other goods and services; performance of services; labor—its organization, its characteristics.

Problem 2. The Businessman, Capital, and Their Shares

Profits; interest; manufacturing, distributing, financing; combination and management of factors; risk; command over other goods and services; characteristics.

Problem 3. The People as a Whole and Their Share

Individual—wealth, income; family—wealth and income; nation—wealth, income; our common interests—specialization, individual accumulation, socially useful performance, interdependence; our progress—population, standard of living.

Unit II. Our Financial System**Problem 1. Banks as a Source of Funds**

Kinds, functions—deposits, loans, collections, clearing house; use of bank services; deposit insurance; your bank and the Federal Reserve system; cooperation in banking.

Problem 2. Other Sources of Funds

Corporation—stocks, bonds; building and loan associations; insurance companies; security exchanges—organization, operation, control.

Problem 3. You and the Financial System

Credit instruments and their uses; financial statements and their interpretation; characteristics of the financial system.

Unit III. The Distribution of Risk**Problem 1. Economic Activity and Risk**

Risk defined; everyday life and individual risks; risks of the businessman; elimination of elements conducive to

risk ; distribution of risk ; speculations ; specialists in risk-bearing.

Problem 2. Kinds of Insurance

Property—real estate, automobiles ; persons—life, health, and accident ; social—unemployment, old age, compensation ; application for insurance ; insurance payments ; adjustment ; terms of policy.

Problem 3. How Insurance Companies Operate

Obtaining funds ; investment of funds ; purpose of insurance—protection against risk, safeguarding others, future income ; principles of insurance—combining risk, transferring risk.

Unit IV. The Government

Problem 1. The Community

Protection and service—fire, health, safety (police, transportation), finance, postal service ; social control—relief, pensions, compensation.

Problem 2. The Consumer

Fair trade ; price regulation ; government grading and standardization ; regulation—public utilities, building ; control of advertising.

Problem 3. The Government's Income—Taxes

Kinds ; taxing jurisdiction ; principles of taxation—benefit or cost, ability to pay, proportional or regressive.

Problem 4. The Government and Its Budget

Tax income ; income from borrowing ; expenditures—protection, defense, control.

PART IV

YOUR BUSINESS PROBLEMS

Unit I. Expenditures—Buying

Problem 1. Distribution of Expenditures

Spending ; Engel's law ; giving ; saving.

Problem 2. Guideposts of Spending

Consumer information and protection—government serv-

ices and agencies; private; technique of spending—comparison, analysis, timing, care; determining value—standards, tests, demonstrations, inspections, trial use, labels, trade marks; alternatives in spending—desires and needs, balanced activities, effect of spending on others.

Problem 3. Budgeting

Preparation—survey of income, expenditures and needs, flexibility; forms, operation—material possessions, capabilities, health, obligations, protection.

Unit II. Instrumentalities

Problem 1. Cash vs. Credit

Credit—basis, kinds, extent, terms; value of credit to the consumer, the merchant; abuse of credit; procedure in establishing; advantages; disadvantages.

Problem 2. Documents Used in Transactions

Sales slips; checks; drafts; notes; money orders, traveler's checks; letters of credit.

Problem 3. Communication Devices

Letters—elements, style, form, kinds; telegraph—services, writing a message, classes of messages; telephone—directories, services, use; sending and receiving packages—freight, express, parcel post.

Unit III. Savings and Investment

Problem 1. Forms

Savings banks; government agencies—postal savings, baby bonds; building and loan companies; cooperative credit associations; insurance; corporate securities; own business—reinvestment and expansion.

Problem 2. Requisites of Adequate Program

Savings—regularity, specific purpose; investment—getting information, criteria of good investment, types of securities; selection of investment.

Problem 3. Buying Insurance

Guiding principles—adequate savings and protection, expenditure when income is available, amount based on income; amount required for future income; selecting a company.

Problem 4. Factors Determining Your Program

Present and future needs; time shape of income stream; psychological time preference; the prerequisite of saving; multiplication of interest.

Unit IV. You and Banking Facilities

Problem 1. Your Checking Account

Making a deposit; writing a check; cost of a checking account; reconciliation of bank statement; debtor-creditor relationship.

Problem 2. Borrowing Money

When to borrow; kind of loan—borrowing on investments; industrial banks; credit unions; pawnbrokers; uniform small loan law; negotiable instruments; the note; the interest rate; paying the loan.

Problem 3. Other Banking Services

Safe-deposit boxes; savings accounts; trust functions; other instruments for making payments—drafts, certified checks, cashier's checks, etc.

Unit V. Traveling

Problem 1. Where Do You Want to Go?

Maps; time tables; traveler services; planning your itinerary.

Problem 2. Mode of Transportation

Available facilities; cost vs. time; purpose of trip; baggage problems.

Problem 3. Other Problems

Carrying funds; accommodations—cost, kinds.

Unit VI. Your Job

Problem 1. Intelligent Consumer

Sales pressure—purposes of advertising, psychology of advertising, types of sales appeal, results of advertising, good advertising; avoidance of sales pressure; professional vs. amateur buyers; careful delineation of your needs to govern purchases.

Problem 2. Intelligent Producer

Your interests ; your abilities ; worthwhile work—in terms of yourself, the community.

Problem 3. Social Welfare

Achievements of capitalism ; deficiencies of capitalism ; social effects of income disposal.

An Illustrative Source Unit

The unit which follows corresponds to Unit II in Part I of the outline for Business I. It should not be regarded as a teaching unit because it was not made for a given group of pupils in the light of their needs and abilities. Furthermore, the content was not determined according to the materials which were available in a given situation. It is, nevertheless, a closer approximation to a teaching unit than the unit outline from which it was developed, and *it is intended to serve as an illustration of how the previous outlines may be used in preparing materials for a given class or group of pupils*. In order to conserve space, many details and suggestions which might be included, especially in a teaching unit, were omitted. A relatively informal organization was used.

Unit I: Making the Exchange

This unit is primarily concerned with the development of understandings and attitudes which will enable an individual to cope with current economic problems more intelligently. Problem-solving skills or abilities are also important outcomes, but they are, in many respects, by-products of the unit. As the pupils are challenged by a real problem situation, they will engage in the problem-solving activities, not as ends in themselves, but as ways of attaining goals with intrinsic values. As previously indicated in this bulletin, most pupils will not engage wholeheartedly in problem-solving activities primarily to improve their abilities in them. They demand a purpose which is more definite and challenging.

The attitudes which are desirable are outcomes or by-products of understandings. From either point of view, it is therefore necessary to select learning activities which result in understandings. Accordingly, the learning process must be primarily one of problem solving. In selecting the learning activities a teacher may reason as follows: What behavior patterns should the pupils de-

velop? What understandings are prerequisite to the desired behavior? What problems will stimulate the pupils to do the thing which is necessary if they are to develop the desired understandings? Finally, what activities may be used most appropriately and effectively in solving the problems which are selected? It is obvious that this procedure is not concerned with the mere acquisition of information, but with development of insight into relationships in such a way that the behavior of the pupil in typical life situations will be changed and improved.

Objectives of the Unit

The ultimate objective is that of having the pupils behave better both from a personal and social point of view in relation to everyday economic and social problems. The immediate objective is that of having the pupils develop understandings such as the following:

- (1) The prices of farm products, especially highly perishable products, tend to vary more than the prices of farm machinery because the supply of farm products is less subject to control.
- (2) Any move which tends to increase the amount of money in circulation or the rate at which money circulates tends to bring about a rise in prices.
- (3) As a group of producers increases the supply of its product, the price will decline, if there is no increase in demand.

Some of the Major Problems

- I. How is the purchasing power of a consumer determined?
 - A. How does *real income* differ from *money income*?
 - B. Why may a salary of three thousand dollars be regarded as a larger salary ten years hence than at present? Why might it be regarded as a smaller salary ten years hence than at present?
 - C. Why can a man with a net income of two thousand dollars in your community enjoy more goods and services than a man with the same net income in New York City?
- II. Why do prices fluctuate?

- III. How do fluctuations in prices affect debtors? Creditors? Businessmen? Farmers? Salaried workers or wage earners?
- IV. Should a government strive to develop a monetary system which decreases price fluctuations? Why or why not?
- V. Why are there likely to be more severe price fluctuations in relation to the products of some producers (for example, farmers) than in relation to the products of other producers (for example, the manufacture of farm machinery)?
- VI. Why do people exchange goods? Why is money used? Why are people interested in getting money?
- VII. What is credit? What are its advantages and disadvantages?
- VIII. How does money, including credit, affect prices?
- IX. How are prices related to the rate with which money circulates?
- X. What problems in the United States arise from our monetary system? How should those problems be solved?
- XI. What are some of the world problems which arise in monetary systems? How should they be solved?
- XII. Should people make it a practice to buy goods on credit or on some form of installment plan? Why or why not?
- XIII. What may the person who extends credit to you expect from you in return for the privilege?
- XIV. What advantages and disadvantages are there in the use of credit?

Note: If the problems presented above are compared with topics included in the outline of Unit II in Part I, it is evident that the two have much in common. It is also evident that the problems are more challenging to pupils than the topics in the outline. Some of the problems listed above may be too difficult for certain pupils. However, it will frequently be possible to base problems of the type listed above on definite examples or situations. That practice should be encouraged because pupils think better in relation to a specific example than in relation to an abstract question. For example, it will be very easy to provide several examples in relation to question 5, many of which will be within the experience of each pupil.

Suggested Activities

1. Price indices for a period of approximately ten years may be secured. They may be used (a) to learn about price changes, (b) to show how the value or purchasing power of a given income varies during a period of years, (c) to show how at different times the distribution of a given amount of income may have varied between spending, giving and saving, and (d) to show how the effects of price changes vary in the case of the consumer, creditor, debtor, business operator, salaried employee, etc.

2. For many years trade by barter has been on the decline. Recently much has been heard of barter in international trade. The pupils may describe the details of the system which would exist (a) in a given transaction between two individuals, (b) in a community, (c) in a nation, or (d) on an international scale if money or credit were not used as a medium of exchange. The use of money and its relation to prices may be clarified through this procedure, especially if typical variations such as changes in demand and supply are included in the discussion. There are many procedures for conducting this activity, and it may become a project in which a group of pupils reveal great ingenuity and initiative.

3. A group of pupils may arrange a display of notes, coins, tokens, etc., used in the United States or foreign countries.

4. A pupil or a group of pupils may interview a credit manager, or any business man who sells on credit, and report on the procedure a person may use to open an account in his store. The pupils should give attention to the problems of the individual being interviewed to reveal vocational guidance information. Practical attitudes and understandings for consumers would also become more obvious.

5. The pupils may gather or make a series of charts which show for a number of years the amount of money in circulation, an index of the wholesale prices, and a production index for such a commodity as steel. These may be used as the basis for a discussion in relation to problems listed above.

6. The pupils may prepare a summary which includes a brief statement of the three forces affecting the price level, a description of their simultaneous interaction, and an analysis of the effect of changes in the price level on each individual in his activities of spending, saving, giving, and earning.

7. Complete the following:

Quantity of money in circulation	Volume of trade	Velocity of circulation of money	Prices will increase? decrease?
Increases	Remains the same	Remains the same	
Decreases	Remains the same	Remains the same	
Remains the same	Increases	Remains the same	
Remains the same	Decreases	Remains the same	
Remains the same	Decreases	Increases	
Remains the same	Decreases	Decreases	

8. The pupils may investigate the prices of vegetables or similar commodities and draw definite conclusions in regard to the price changes. Other commodities which reveal much less change in price during a year may be investigated at the same time. Reasons for the differences may be stated.

9. As problems are considered, the pupils should participate in typical problem-solving activities such as (a) locating and evaluating sources of information, (b) selecting relevant information from the sources, (c) organizing and interpreting the information, (d) defining problems, and (e) drawing conclusions.

SUGGESTIONS FOR BUSINESS II

The first year or pre-vocational year in bookkeeping is for the purpose of teaching principles which practically all individuals may apply in private financial living. The first year, of course, should also have the aim of guiding the most apt pupil to the second year or vocational course. Those who will study bookkeeping for only one year should not be deprived of practical vocational aspects. Some schools may prefer to offer less than a year of work in bookkeeping for the students who do not have any vocational needs in that field, but the committee believes that a year of work may be profitable to everyone. At the same time the foundation for advanced work is laid. For several years, there have been some startling changes in methods of teaching various phases of bookkeeping. Behind most of these changes it is thought that by improving methods, it is possible to teach in less time that which is necessary. Details of method will not be summarized in this bulletin.

The plan of teaching bookkeeping in such a way as to inculcate general principles and generalized procedures must be carried through with conscious and conscientious purpose. The pupil must be made to realize that he is learning theories and practices of universal applicability. He should also learn that all double entry bookkeeping systems are fundamentally alike.

The work in elementary bookkeeping is usually confined to types of accounting used in a merchandizing concern. To broaden the pupil's vision, some drill should be provided in applying to a variety of situations the principles learned. Bookkeeping should never be a rote process. Each step should be meaningful and the whole process should be intelligent and rational. In the past, bookkeeping has been primarily for the manufacturer and the distributor. Now and then it has been for the producer of raw materials, but very seldom has it been used by the consumer. Under the present emphasis of consumer education, the needs for bookkeeping are more generally recognized. Each individual needs to budget his money and to keep a record of his income and expenditures.

The study of bookkeeping in secondary schools has always included business arithmetic, business law, accounting, business organization, business forms, and penmanship. The courses in

bookkeeping, therefore, offer opportunity for a genuine correlation or unification of activities. In recommending Business II for all pupils, and especially for those with vocational interests, the committee acted on the assumption that special courses in the areas mentioned above would be eliminated and that much of the content from those courses would receive careful attention as a part of bookkeeping. Business II should, therefore, not be regarded as a narrow course but rather as a broad one which is built around practical problems of individuals. It would be very difficult to defend a year of bookkeeping if the work were confined to the development of a few skills which are performed in a more or less rote manner.

A number of units for Business II are suggested on the following pages. The committee recognizes that these units may vary from school to school according to the system which the school is using. The first unit is concerned with the *equation approach*, but some teachers or schools may prefer to approach the work in bookkeeping by using Unit II or even Unit IV. Research is needed to determine what units should be included and what approach is best. Excellent bookkeeping textbooks and practice sets are available, and probably the chief responsibility of the teacher is that of using these excellent materials so that bookkeeping problems will be real and intelligent for the pupils. The big danger is that the work may become overly formal since good commercial materials may be placed in the hands of the pupils. It is especially true that teachers need to guard against the use of so much time doing the work called for by practice sets that little time is left for a rational consideration of related problems.

The committee has assumed that most schools do not care to restrict bookkeeping to the use of practice sets in household bookkeeping, farm accounting, accounts for physicians, accounting for retail stores, or similar materials which are intended to be practical for a given group of consumers or producers. Such materials may be used. Their possibilities should be investigated. They may stimulate and help pupils to really make use of the skills and knowledges which they acquire. The personal use of bookkeeping should be emphasized.

An Outline of Suggested Units for Business II

Unit I. Equation Approach

This unit should reveal the bookkeeping equation as a basis for recording transactions and as a means of proving that the transactions have been recorded correctly. It should also help pupils understand how increases and decreases in assets, liabilities, and proprietorship are added and subtracted and how the resulting facts are proved to be correct. The unit includes a study of debit and credit accounts and the ledger. Simple problems on the bookkeeping equation are solved. Correctness in spelling, accuracy in addition and subtraction, and legibility of writing are emphasized and checked.

Unit II. The Journal and How to Journalize

This unit should help pupils realize the need for an original entry and to understand the method of making journal entries. Practice in making journal entries should be provided. Simple entries and some small combined entries should be made. The work should be done in ink, and improvement in writing should be stressed wherever necessary.

Unit III. The Ledger, Posting, and the Trial Balance

The pupils should learn to recognize the ledger as a book of complete entry. They should learn to post, understand the arrangement of accounts, and take trial balances. The importance of the ledger should be revealed. The unit should provide actual practice, but a clear understanding of the processes should be developed before practice is attempted.

Unit IV. The Work Sheet, the Balance Sheet, and the Profit and Loss Statement

This unit should familiarize pupils with the purpose and meaning of the worksheet and the balance sheet. It should result in an understanding of financial reports and inventories. The pupils should make work sheets, balance sheets, and profit and loss statements. The advantages and disadvantages of the sole proprietorship should be considered.

Unit V. Adjusting and Closing the Ledger

The pupils should learn how to adjust and close entries, post and rule the ledger, and take the post-closing trial balance. They should make the adjusting and closing entries from worksheets or from profit and loss statements, post the entries in the ledger, practice on ruling accounts, and take a post-closing trial balance.

Unit VI. The Special Journals

This unit is concerned with the Cash Receipts Journal, the Cash Payments Journal, the Cash Book, the Sales Journal, the Purchases Journal, the General Journal, the bank account, the method of proving cash, the use of the petty cash fund, and the bookkeeping cycle. The pupils should investigate practices in local firms to determine which types of forms are used. They should determine reasons for using the different types of journals or business forms. They should participate in the activities of the bookkeeping cycle; namely, record entries in the different special journals, post to the ledger, take a trial balance, make a work sheet, prepare statements, adjust and close entries, post to the ledger and rule accounts, and then take a post-closing trial balance. Attention should be directed to the bank statement and method of reconciling the bank account, the endorsement of business papers, the making of checks, return sales and purchases, and the different types of entries that go into the general journal.

Unit VII. Personal Bookkeeping

This unit is concerned with family budgets, family record books, church records, club records, and the statement of income and expense for personal ownership. The study should be concerned not only with records of personal finances but should also help pupils gain a better understanding of the various types of taxes, insurance, and elements of commercial law which have explicit utilitarian values in personal finance. The problem approach should be used in developing understandings which should result from this unit.

Unit VIII. Assets and Deferred Charges

This unit should be developed to help pupils gain an understanding of assets and deferred charges, of the difference among deferred charges, fixed assets and current assets, and of practices pertaining to depreciation of buildings, equipment, etc. The pupils should study deferred charges such as insurance and supplies. Since the aim in this unit is primarily the development of knowledge or understandings, the approach to learning should be a problem which is significant to the pupils and the learning activity should be problem solving. Practice in classifying accounts and in computing and making entries for deferred charges and depreciation should be provided. In computing deferred charges and depreciation a local reference should be used, if possible.

Unit IX. Review and Additional Work at the Close of the Fiscal Period

The major purpose in this unit is review of the bookkeeping cycle. Small problems should be used. Some provision may be made for the use of such practice sets as (1) single proprietorship, individual sets, personal bookkeeping sets, form sets, etc.

Unit X. Notes

The major purpose is to develop understanding of notes receivable, notes payable, interest income and expense, and commercial draft. Problems of bookkeeping pertaining to notes receivable and payable should receive consideration. Interest of all kinds and on all kind of notes should be computed. The making of notes and drafts should be stressed, and related problems in commercial law should be solved.

Unit XI. The Trading Accounts

The unit should include a review of profit and loss accounts and a study of freight bills and bills of lading, memorandum slips, purchase and sales allowances, and methods of closing the trading accounts. Practice should be provided in making journal entries for freight and purchase and sales allowances. Practice should also be given in the making of entries to close trading accounts.

Unit XII. Discounts

The pupils should develop understanding of sales, purchase, cash and trade discounts. The significance of discounts should be clarified. Practice should be provided in methods of recording them in entries. The skills and knowledges involved in computing discounts should be reviewed.

Unit XIII. Partnerships

The major purpose of this unit is to help pupils comprehend advantages and disadvantages of partnership, sole proprietorship, corporation, and holding company and to understand bookkeeping procedures resulting from organization other than sole proprietorship, especially partnership. Practice should include the making of journal entries and statements for partnership. Some practice should also be given in the use of columnar journals. A survey of local industries or places of business to determine the types of business organization and the frequency of each should be conducted as a special project.

SUGGESTIONS FOR BUSINESS III

The following outline of the content material for a course in consumer economics is divided into four parts. Part I deals with the common problems experienced by young people. The immediate business and economic problems of boys and girls are just as significant and vital to them as the more advanced and difficult problems are to adults. A boy or a girl may waste as much energy worrying about how to finance a date, accumulate the money for a much desired article, or provide the funds to cover the costs of a college education as a father will give to the problem of meeting the installments on a new car or the mortgage on the home. The importance of such problems suggests the proper approach to the study of consumer economics.

Part II covers the practical everyday problems of the family. The family as a unit plays a very important part in the economic activities of the business world. Its members are both producers and consumers of economic goods. Every individual functions as a producer for a part of his wakeful hours and as a consumer for the rest of the time. Much has been done through public education to improve our productive efficiency but not enough has been done to make better consumers. Consequently, we are good producers but poor consumers.

If consumer habits are to be improved through education, every member of a family must cooperate to build a better economic foundation in the home. This can be done by giving children an opportunity to share in business and financial management responsibilities. Children have little need for money during their early years; nevertheless, during these years they are acquiring economic appreciations and business habits. If a cooperative relationship can be established between the public school and the home, it should be possible to accomplish much in establishing better financial management among the individual members of a family.

Part III attempts to present the business and economic problems of the community in which every citizen is interested. A group of individuals and families living in the same place is a community. In every community certain business and economic problems are of common interest to all of its inhabitants. A combination of the problems of many individuals and families nat-

usually results in larger and more general problems which concern the majority of the people in the community. It is highly important that the different aspects of the issues involved in the solution of community problems should be studied and understood by all.

If the local business and economic problems can be analyzed in terms of the best interests of the majority of the population, it is possible to make important decisions based on factual evidence. Every individual in the community must exercise his consumptive functions in conformity with the prescribed conditions of his environment. If he is to get the most satisfaction for the expenditure of his income, he should be ready to participate in the adoption of local regulations for the conduct of business, the provision of funds for and the management of social and charitable institutions, and in the formation of educational and political policies. These things cannot be done intelligently without a fair knowledge of local conditions.

Part IV deals with the most common business and economic problems of government, local, state, and national, which concern consumers. There are many problems in government business and economics that should be analyzed and studied from the standpoint of a consumer philosophy. The organization and activities of our government, like our educational system, have been greatly influenced by the producer philosophy. The theory of abundant production of goods and services has given this philosophy a great advantage in the making of treaties in the management of government business. Since interest has been concentrated on production, it is sometimes very difficult for anyone interested in consumer philosophy to get a hearing or to find receptive government agencies. Business III should correct such attitudes.

A better understanding of the business and economic problems of our government is needed by the average consumer, especially if he is to take an active part in building an economic system which recognizes the importance of a proper balance between production and consumption.

Suggested Teaching Procedures

Many of the comments in regard to teaching procedures which were presented in the section on Business I apply in relation to Business III. It should be noted especially that the outlines of the suggested units for Business III are in topical form and that the

teaching units should include statements of real problems. It should also be emphasized that the learning process, in so far as possible, should be one of problem solving. As indicated in the section pertaining to Business I, a single textbook is inadequate. The suggestions for building up a library in relation to Business I also apply in building up of a library for Business III. The illustration presented after the suggested content of Business I should be examined as the procedures indicated there should also be used in developing materials for Business III.

Many of the considerations presented in Part II of the *Social Studies Bulletin of the Colorado Course of Study for Secondary Schools* apply to the development of the curriculum in Business III. They may be used as guides in the selection of objectives, learning activities, and teaching procedures.

In some schools the social studies program for the twelfth grade may be of such a nature that it would be unnecessary repetition to include the suggested course in Business III. If that is the case, the social studies teachers and the business education teachers together should check the following outline to make certain that the content which is significant for the pupils will be included. Since this idea is dealt with more completely in previous sections, further comments will not be made here. The need for cooperation between departments has been emphasized and will become more obvious as the content which follows is studied and used.

An Outline of Suggested Content

PART I

BUSINESS AND ECONOMIC PROBLEMS OF YOUNG PEOPLE

Objectives

1. To direct the attention of young people to the need for systematic and efficient management of their personal finances
2. To develop certain business and economic appreciations and skills and give a knowledge of our economic system that will be useful to the individual in the management of his income and expenses

3. To encourage cooperation in the management of the financial affairs of the family and its individual members
4. To aid in increasing the satisfactions enjoyed by consumers in return for the expenditure of their incomes
5. To develop interest and a desire to participate in an active way in the business and economic activities of the community, the state, and the nation

Teaching Suggestions

1. Approach all problems from the viewpoint of the consumer.
2. Make use of every opportunity to arouse family interest in and home discussion of the content materials in the course.
3. Introduce new units and new topics by giving the students an opportunity to present in general discussions their own problems and interests.
4. Make free use of problems and projects set up and planned by the class.
5. Encourage student research and minimize lectures and forced discussions.
6. Glorify work and earning, emphasize planning, the use of reliable sources of information about commodities, the assumption of economic responsibility, and saving for special purposes.

Content

1. Analysis of immediate problems
 - a. School activities
 - b. Social obligations
 - c. Amusement, entertainment, and recreation
 - d. Health
 - e. Necessities
 - f. Plans for the future
2. Need for efficient management
 - a. Unplanned, thoughtless spending
 - b. Possibilities of accumulation and greater satisfactions
 - c. Cooperative effort

3. Sources of income

a. Gifts

(1) Sources

- (a) Parents and relatives
- (b) Friends

(2) Advantages

- (a) No obligations required in return

(3) Disadvantages

- (a) Irregularity
- (b) Future planning impossible
- (c) Thrift and savings habits discouraged
- (d) Monetary values not appreciated
- (e) Encouragement of foolish spending
- (f) Opportunity for practice in financial management is not provided

b. Allowances

(1) Sources

- (a) Relatives and friends
- (b) Family budget

(2) Advantages

- (a) Definite amount
- (b) Regularity
- (c) Opportunity to plan for the future
- (d) Encouragement of thrift habits
- (e) Less strain on the family budget

(3) Disadvantages

- (a) Limitation of income
- (b) Responsibility of management

(4) Determination of the amount

- (a) Total gifts for past month
- (b) Actual needs for a month
- (c) Nature of items to be covered by the allowance
- (d) Other sources of income
- (e) Limitations of the family budget
- (f) Sex differences

c. Earnings

(1) Nature

- (a) Work during vacations
- (b) Part-time work while in school

(c) Suggestions for boys

1. Newspaper route
2. Magazine route
3. Cleaning rugs with own vacuum cleaner
4. Cleaning windows
5. Caddying
6. Washing cars
7. Chauffeur at odd times
8. Cleaning sidewalks
9. Caring for furnaces
10. Taking off, cleaning, and putting on screens
11. Lawn and garden work
12. Playing in an orchestra
13. Pin-setting in a bowling alley
14. Selling doughnuts
15. Extra on a delivery wagon
16. Extra package wrapping during rush periods
17. Soliciting for a laundry
18. Selling accident insurance
19. Distributing circulars
20. Selling ice cream cones and sandwiches to passengers at a station where the train changes engines
21. Developing films
22. Collecting for stores, doctors, and other businesses
23. Operating multigraph, mimeograph, or other office machines
24. Store work during extra hours
25. Summer work with construction crews on the highway
26. Buying rags, metals, and paper
27. Delivering packages, other messenger services
28. Taking orders for tailoring establishments
29. Raising and selling vegetables
30. Raising and selling fine flowers
31. Raising and selling small fruits
32. Poultry and egg raising

33. Raising and selling rabbits
34. Bee keeping
35. Selling fruit, vegetables, and produce at roadside stands
36. Picking berries
37. Doing chores and odd jobs for neighbors
38. Farm work
39. Raising pigs and calves
40. Odd jobs at summer resorts
41. Waiting tables and washing dishes
42. Selling bait and renting tackle to fishermen
43. Teaching swimming at a resort or summer camp
44. Guard at a bathing beach
- (d) Suggestions for girls
 1. Making hand-painted novelties and cards
 2. Making wax flowers
 3. Making rugs from old clothing
 4. Needlework such as aprons, shades, bags, holders, and many other articles
 5. Making school novelties in school colors
 6. Making baskets
 7. Embroidery work for stores or private customers
 8. Tinting pictures
 9. Making paper flowers
 10. Making posters
 11. Home shampooing and beauty work
 12. Home baking
 13. Candy making
 14. Piano playing for dancing classes, demonstrations in music stores, and for moving picture houses
 15. Housework
 16. Caring for children
 17. Companion for invalids
 18. Relief switchboard operating
 19. Relief cashiering
 20. Waiting tables

21. Washing dishes
22. Storework
23. Demonstrating food products
24. Check girl at parties and dinners
25. Tutoring
26. Attending telephone in doctors' homes
27. Ushering
28. Typewriting
29. Assistant at children's summer camp
30. Raising fruit, vegetables, flowers, and livestock
31. Selling at roadside stands
32. Selling cottage cheese through a city distributor
33. Selling Christmas and other special day cards
34. Selling stationery
35. Soliciting for laundries
36. Selling specials such as choice maple sugar, popcorn, nuts, and home made candy
37. Selling costume jewelry

(2) Aspects of earning

(a) Advantages

1. Develops self-reliance and industry
2. Supplements gifts and allowances or supplies income
3. Eliminates asking or begging for money
4. Contributes to economic appreciations and educational growth
5. Provides an opportunity for a greater range of social contacts and experiences
6. Relieves the burden on a limited family budget
7. Tends to develop initiative and creative ability

(b) Disadvantages

1. May interfere with school interests
2. May develop a commercial attitude and a discounted evaluation of social interests

4. Expenditures

a. Planning

- (1) Individual problem
- (2) Budget
- (3) Things to be considered in making a budget
 - (a) Habits of buying and spending
 - (b) Activities and the use of time
 - (c) Expected income
 - (d) Goals of achievement
 - (e) Advice from others
 - (f) Economic status and problems of the family
 - (g) Record keeping

b. Classification of budget items

- (1) Limited number of headings
- (2) Appropriate and workable
- (3) Dependent upon living conditions and habits
- (4) Suggested headings
 - (a) Food
 - (b) Clothing
 - (c) Shelter
 - (d) Transportation
 - (e) Education
 - (f) Health
 - (g) Gifts
 - (h) Savings
 - (i) Entertainment and recreation
 - (j) Miscellaneous

5. Record keeping

a. Simplicity of forms

b. Regularity and faithfulness

c. Suggested forms

- (1) Memorandum book, $2\frac{3}{4}$ " x $4\frac{1}{4}$ "
 - (a) Loose leaf
 - (b) End rings
 - (c) Separate sheet for each budget heading
- (2) Budget sheets
 - (a) One for each month or budget period
 - (b) Ten money columns

6. Saving

a. Philosophy

- (1) Deferred satisfactions
- (2) Getting better values
- (3) Foregoing minor satisfactions for more important ones

b. Saving for special purposes

- (1) Education
- (2) Travel and recreation
- (3) To buy worthwhile things
- (4) Christmas funds
- (5) Special occasions

c. Methods

- (1) Hoarding
- (2) Savings banks
 - (a) Types
 1. Special
 2. Commercial
 - (b) Opening the account
 1. Asking the teller for proper blanks
 2. Deposit slip
 3. Signature card
 4. Pass book
 - (c) Drawing on the account
 1. Signing receipts
 2. Presenting pass book
 - (d) Interest
 1. Rates
 2. Method of receiving
 3. Periodic calculations
- (3) Postal savings service
 - (a) Post-office
 - (b) Regulations
 - (c) Interest rates
 - (d) Drawing
- (4) Credit Unions
 - (a) Purposes
 - (b) Organization
 - (c) Interest and dividends
 - (d) Drawing
 - (e) Borrowing

- (5) Building and loan associations
 - (a) Purposes
 - (b) Kind of services
 - (c) Interest rates
 - (d) Security
 - (e) Drawing
- 7. Buying and spending
 - a. Haphazard methods
 - b. Limitations
 - c. Confusion of the consumer
 - (1) Multitudinous offerings
 - (2) Advertising traps
 - (3) Clever salesmanship
 - (4) Propaganda
 - (5) Style changes
 - d. Frauds
 - e. Skills and knowledges needed
 - (1) How to judge values
 - (2) Ability to dicker
 - (3) Knowledge of goods
 - (4) Knowledge of production methods
 - (5) Knowledge of distributive methods
 - (6) Knowledge of business methods and practices
 - f. Sources of reliable information about commodities
 - (1) Experiences of others
 - (2) Consumers' service agencies
 - (a) Consumers' Research, Inc.
 - (b) Consumers' Union
 - (c) Consumers' Guide
 - (d) Intermountain Consumers' Service
 - (e) Bureau of Home Economics
 - (3) Catalogues
 - (4) Advertising
 - (5) Window and interior displays
 - g. Credit
 - (1) Nature
 - (2) Limitations
 - (3) Proper use and protection
 - (4) Borrowing money
 - (5) Buying on credit at stores

h. Buying suggestions

- (1) Buy to meet actual needs.
- (2) Be sure you are getting the best buy.
- (3) Seek reliable sources of information about the commodity needed.
- (4) Analyze advertising carefully and critically.
- (5) Price is not a true indicator of quality.
- (6) Buy from reputable and well known firms.
- (7) Be cautious about buying bargains.
- (8) Learn all you can about standard specifications, standard brands, and approved labels.
- (9) Seasonal price fluctuations often make it advisable to wait for a short time before buying certain commodities.
- (10) Consider carefully before making a purchase.

PART II**BUSINESS AND ECONOMIC PROBLEMS OF THE FAMILY****Objectives**

1. To help students recognize consumer-buying as one of their personal problems
2. To develop skills and improve abilities in efficient management of personal and family finances
3. To suggest methods whereby the consumer will be able to get the most satisfaction for his money
4. To develop a critical analytical attitude in the consumer toward the buying, selling, and financial activities in which he must participate
5. To suggest reliable sources of information about goods and services and the agencies which supply the needs of consumers

Teaching Suggestions

1. The consumer approach should be used in studying all business methods and in the analysis of economic problems.
2. Send a mimeographed statement to the home by the student on which the main topics of this unit are listed,

a simplified statement of the objectives, and solicitation for family cooperation in the study of the materials.

3. Suggest the use of a family budget to be kept by the student.
4. Invent as many practical cooperative projects as possible for the students and the homes to participate in.
5. Encourage the family to read some of the sources of information about goods and services which are presented in the course.

Content

1. Analysis of the immediate economic problems of the family
 - a. Necessities
(Itemize and list on the blackboard)
 - b. Comforts and luxuries
2. Need for cooperation and efficient management
3. Levels, standards, and forms of living in America
4. The family budget
 - a. Planning
 - b. Record keeping
 - (1) Responsibility
 - (2) Forms
5. Buying and spending habits and methods
 - a. Characteristics of good management
 - b. Consumer problems
 - (1) Caveat emptor
 - (2) Determination of actual needs
 - (3) Determination of quality
 - (4) Selection of appropriate commodities
 - (5) Ultimate costs
 - (6) Relationship between price and quality
 - (7) Frauds
 - (8) Meeting unfair advantages
 - (9) Evaluating and interpreting advertising
 - (10) Sales resistance and defensive attitudes
 - (11) Sources of reliable information
6. Insurance
 - a. Analysis of the individual and group needs of a family
 - b. The nature of insurance

- c. Uses and purposes
 - d. Kinds
 - e. Life insurance
 - f. Disability and unemployment insurance
 - g. Property insurance
 - h. Public liability insurance
 - i. Insurance companies
 - j. Insurance contracts
 - k. The management of insurance contracts
 - (1) Reading and understanding insurance policies
 - (2) Keeping insurance policies
 - (3) Reporting losses
 - (4) Using credit privileges
7. Home ownership
- a. Living in rented property
 - (1) Advantages
 - (2) Disadvantages
 - b. Owning a home
 - (1) Advantages
 - (2) Disadvantages
 - (3) Methods of acquiring
 - (a) Building
 - (b) Buying
 - 1. Selection
 - 2. Financing
 - 3. Title and legal documents
 - (4) Equipment
 - (5) Upkeep and repairs
8. Investments
- a. The nature of investments
 - b. The problems of small investors
 - c. Managing investments
 - d. Investment laws
 - e. Sources of information
 - f. Reading the financial pages and reports
 - g. Investment agencies and markets
 - h. Characteristics of sound investments
 - i. Importance of careful investigation
 - j. Relationship between rate of interest or income promised and the degree of risk assumed

9. Banking
 - a. Need for banking services
 - b. Kinds of banks
 - c. Services of banks
 - d. How to use banking services
 - e. Nature of Federal Reserve System
 - f. Government control and regulation
10. Consumer credit
 - a. Nature and importance of
 - b. Need for careful management and protection
 - c. Advantages to consumer
 - d. Disadvantages
 - e. Costs and rates charged
 - f. Installments
 - (1) Nature
 - (2) Uses
 - (3) Abuses
 - (4) Costs
11. Consumer transportation
 - a. Automobile
 - (1) Initial cost
 - (2) Operating cost
 - (3) Insurance protection
 - b. Miscellaneous other means of transportation
12. Consumer cooperatives
 - a. Nature
 - b. Growth and development
 - (1) Other countries
 - (2) United States
 - c. Government attitude
 - d. Competitive means of discouragement
 - (1) Pressure on wholesale houses to prevent the cooperative store from carrying popular brands
 - (2) Discrediting the management
 - (3) Circulating false statements meant to discourage members of the cooperative
 - (4) Discredit the quality of goods
 - (5) Threats of legal action under unfair competition laws
 - e. Proper place in a competitive system

13. Financial planning and management
 - a. Sources of income
 - b. Bases for planning a budget
 - c. Classification of budget items for a family
 - d. Record forms
 - e. Responsibility for keeping the records

PART III

BUSINESS AND ECONOMIC PROBLEMS OF THE COMMUNITY

Objectives

1. To give the student an attitude of cooperation in community business and economic activities
2. To suggest methods of analyzing and studying community problems from the consumer viewpoint
3. To give the student a keener sense of duty and responsibility with respect to community problems
4. To emphasize the need for factual information as a basis for making judgments which will concern the economic status of all consumers in the community

Teaching Suggestions

1. Emphasize again the difference between the "*producer*" philosophy and the "*consumer*" philosophy as they apply to community problems.
2. Ask students to list agencies in the community which are more concerned with the problems of production than they are with the problems of consumption.
3. List the individuals or agencies in the community which are more concerned with the problems of consumption.
4. Gather as much objective data as possible on local business and economic conditions.
5. The following and numerous other surveys may be made in the community:
 - a. Why do people patronize the merchants of other towns?
 - b. How many and what types of retail stores operate in the community?
 - c. What are the different ways of financing the churches, welfare organizations, and other social organizations in the community?

- d. How much money is spent in the community for political propaganda?
- e. What is the approximate consumptive spending power of the community?
- f. How many factories and wage earners are found in the community?
6. All of the data suggested above should be gathered by students.
7. The data gathered should be recorded in short uniform reports and filed for future reference and revision.

Content

1. Analysis of community activities of interest to consumers generally
 - a. List on the blackboard
 - b. Select the most important and arrange in order of importance
2. Transportation
 - a. Automobiles
 - (1) Earlier methods of travel
 - (2) Effects of the automobile
 - (a) Good roads
 - (b) Larger trade area
 - (c) Loss of trade
 - (d) Consumer information and habits
 - (3) Traffic regulations
 - (4) Licensing and liability of car operators
 - (5) Costs of ownership and operation
 - b. Bus lines
 - (1) Local
 - (2) School
 - (3) Long-distance (inter-state)
 - (4) Inter-city
 - (5) Governmental control and cooperation
 - (a) Public Utility Commission
 - (b) Licensing
 - (6) Rates and services
 - c. Electric railways
 - (1) Early horse cars
 - (2) Effect on community

- (3) Inter-city lines
- (4) Elevated
- (5) Subways
- (6) Rates and services
- (7) Regulation and control
- d. Railroads
 - (1) Passenger service
 - (a) Local
 - (b) Commuters' trains
 - (c) Express or limited trains
 - (d) Pullman car services
 - (e) Dining cars
 - (f) Club and observation cars
 - (g) Special travel services, routing, and tours
 - (h) Time tables
 - (i) Baggage services
 - (j) Travel insurance
 - (2) Freight service
 - (a) Local and long distance
 - (b) Car-lot and less-than-car-lot
 - (c) Rates and classification of commodities
 - (d) Packing goods for shipment
 - (e) Shipping forms and contracts
 - (f) Damage and shortage claims
 - (g) Routing shipments
 - (h) Community interest
 - (3) Government regulation
- e. Automobile trucks
 - (1) Recent development
 - (2) Effect on railroads
 - (3) Types of service
 - (a) Special types of equipment for different purposes
 - (4) Long-distance services
 - (5) Expansion of markets
 - (6) License and tax problems
 - (7) Special services and advantages
 - (8) Regulation

f. Airways

- (1) Passenger services
 - (a) Local facilities
 - (b) Rates
 - (c) Advantages
- (2) Express
 - (a) National and international
 - (b) Rates
 - (c) Regulations
 - (d) Local facilities
 - (e) Uses
- (3) Regulation and control

g. Parcel post services

- (1) Recent developments
- (2) Uses
- (3) Regulations
- (4) Rates

h. Water transportation

- (1) River
- (2) Lakes
- (3) Ocean
- (4) Cooperation with other agencies
- (5) Rates and regulations
- (6) Types and classes of services
 - (a) Passenger
 - (b) Freight
- (7) Regulation and control

3. Distributive agencies

a. Importance to the consumer

- (1) Some fallacies
- (2) Folkways and group ways
- (3) Conspicuousness
- (4) Haphazard methods of buying
- (5) Need for systematic management
- (6) Reliable sources of information

b. Market defined

c. Marketing agencies

- (1) Mercantile
- (2) Financial

- d. Scope of markets
 - (1) Local
 - (2) National
 - (3) International
 - e. Services or functions of marketing agencies
 - f. Costs
 - g. Methods and practices
 - h. Credit
 - i. Consumers' protection and defenses
 - (1) Insist on facts in advertising and selling.
 - (2) Insist on the release of information from the government.
 - (3) Make careful analyses and comparisons of advertisements.
 - (4) Openly criticize and publicize false statements in **advertising and selling**.
 - (5) Encourage the Better Business Bureaus, consumers' service agencies that are reliable, and all beneficial consumers' legislation.
 - (6) Insist on buying brands that are labeled with accurate descriptions of the contents.
 - (7) Write for government bulletins and use all possible means of getting reliable information about the commodities and services you buy.
 - (8) Try to be a systematic, intelligent buyer.
 - (9) Encourage the organization of consumers' cooperatives.
 - j. Consumers' cooperatives
 - (1) Rochdale Plan
 - (2) Growth and development
 - (3) Essentials for success
 - (4) Competitive methods of defeating
4. Local industries
- a. Community survey
 - (1) Types
 - (2) Total investment
 - (3) Number of workers
 - (4) Total payroll
 - (5) Value of products
 - (6) Effect on community conditions

5. Social, religious, charitable, welfare, and similar organizations
 - a. Community Chest
 - b. Salvation Army
 - c. Red Cross
 - d. Churches
 - e. Other organizations
6. Public schools
 - a. Community survey
 - (1) Number and names of schools
 - (2) Total investment
 - (3) Number of teachers and administrators
 - (4) Total payroll
 - (5) Total cost of operation and maintenance
 - (6) Total enrollment
 - (7) Cost per student
 - (8) Sources of income
 - (9) Indebtedness
7. Miscellaneous public buildings and grounds
 - a. Community survey
 - (1) Number and kinds
 - (2) Investment
 - (3) Indebtedness
 - (4) Maintenance costs
 - (5) Types of services
 - (6) Number of people using
8. Public service companies
 - a. Number and kinds
 - b. Types of services
 - c. Ownership and operation
 - d. Investment
 - e. Volume of business
 - f. Number of customers
 - g. Number of employees
 - h. Total payroll
 - i. Regulation and control
 - j. Sources of income
 - k. Rates

PART IV

BUSINESS AND ECONOMIC PROBLEMS OF GOVERNMENT

Objectives

1. To direct the attention of the student to the significance of the producer philosophy as it has influenced the organization of our government
2. To analyze the business and economic activities of our government, local, state, and national.
3. To discover, if possible, ways and means of making improvements in our system of government which will give more consideration to the consumer philosophy

Teaching Suggestions

1. List the laws and agencies of government, local, state, and national, which have been adopted for the protection and benefit of producers.
2. Make free use of tax statements, legal papers, and forms which are used in government offices.
3. Inspect the books and records in the local recorder's, assessor's and county clerk's offices.
4. Make field trips to courts, mints, legislative chambers, and other government places where visitors are permitted.
5. List some laws and agencies of government which have been adopted for the special benefit of consumers.
6. Many field trips should be made to the plants of municipally owned utilities, consumers' cooperative stores, and other government or consumer operated enterprises.
7. Much use should be made of government bulletins and reports.

Content

1. Business and economic activities of government
 - a. Collecting revenue
 - b. Purchasing equipment and supplies
 - c. Paying operating expenditures
 - d. Record keeping
 - e. Planning income and expenditures
 - f. Importance of efficient management
 - g. Examples of poor management

2. Sources of income

a. National

- (1) Direct taxes
 - (a) Income and property
 - (b) Estate
 - (c) Fees
- (2) Indirect
 - (a) Customs
 - (b) Excises
 - (c) Miscellaneous

b. State

- (1) General property taxes
- (2) Special property taxes
- (3) Poll taxes
- (4) Income taxes
- (5) Inheritance taxes
- (6) Commodity taxes
- (7) Sales taxes
- (8) Business licenses
- (9) Non-business permits

c. Local

- (1) Property taxes
- (2) Other taxes
- (3) Licenses and permits

3. Purchasing equipment and supplies

a. Sources of information about commodities and services

- (1) Department of Commerce
- (2) Chamber of Commerce
- (3) Department of Agriculture
- (4) Federal Reserve Board
- (5) Federal Trade Commission
- (6) Bureau of Labor Statistics
- (7) War Department
- (8) Department of the Treasury
- (9) Bureau of the Census
- (10) United States Bureau of Public Roads
- (11) Bureau of Fisheries
- (12) Bureau of Chemistry
- (13) Geological Survey
- (14) Public Health Service

- (15) Interstate Commerce Commission
- (16) Bureau of Standards
- (17) Tariff Commission
- (18) Office of Education
- (19) Bureau of Navigation
- (20) Congressional Committees
- b. Purchasing methods
 - (1) Central control
 - (2) Standards and specifications
 - (3) Requisitions and records
- 4. Government expenditures
 - a. Budgeting
 - b. National
 - (1) Defense
 - (2) Veterans' relief
 - (3) Interest on debt
 - (4) Principal on debt
 - (5) Farm aid
 - (6) Others
 - (a) Law enforcement
 - (b) Public works
 - (c) Administrative overhead
 - (d) Miscellaneous
 - c. State
 - (1) Education
 - (2) Land and improvements
 - (3) Charities, hospitals, and correction
 - (4) Highways
 - (5) Protection
 - (6) Interest on debt
 - (7) Principal on debt
 - (8) Miscellaneous
 - d. Local
 - (1) Land and improvements
 - (2) Education
 - (3) Protection
 - (4) Highways
 - (5) Health and sanitation
 - (6) Public Utilities

- (7) Interest on debt
- (8) Principal on debt
- (9) Miscellaneous
- e. Trends in government expenditures
 - (1) Constant increase
 - (2) Need for efficiency in management
- 5. Government control of business
 - a. Price discrimination
 - (1) Clayton Act
 - (2) Federal Trade Commission Act
 - (3) Robinson-Patman Act
 - b. Agricultural marketing control
 - c. Unfair competition
 - (1) Federal Trade Commission
 - (2) Trade practice conferences
 - (3) National Industrial Recovery Act and Trade Practices
 - d. Facilitating laws
 - (1) Trade-mark regulations
 - (2) Bulk-sales laws
 - (3) Uniform Sales Act
 - e. Regulation of transportation
 - (1) Interstate Commerce Commission
 - (a) Railroads
 - (b) Airways and bus companies
 - (c) Telegraph, telephone, and radio
 - (d) Shipment of certain commodities
 - (e) Published reports
 - f. Food and drugs
 - (1) Pure Food and Drugs Act
 - (a) Standardization
 - (b) Labeling
 - (c) Inspection
 - g. Finance and banking
 - (1) Federal Reserve Board
 - (2) National Bank Law of 1933
 - (3) Reconstruction Finance Corporation
 - (4) Federal Securities Exchange Commission
 - (5) National Bank Examinations
 - (6) State banking laws and examinations

6. Government ownership

a. Examples

- (1) Post office system
- (2) Ocean-going vessels
- (3) Experimental farms
- (4) Panama Canal
- (5) Alaska Railroad
- (6) Government Printing Office

7. Government aids for the consumer

a. Federal agencies

- (1) Post-Office Department
- (2) Public Health Service
- (3) Food and Drug Administration
- (4) National Bureau of Standards
- (5) Federal Trade Commission
- (6) Bureau of Agricultural Economics
- (7) Bureau of Home Economics

b. Present inadequacy of consumer protection

- (1) Trial-and-error method slow and costly
- (2) Private organizations serve a relatively small group
- (3) Government information suppressed
- (4) Work of Department of Agriculture limited in scope
- (5) Food and Drug Act does not cover cosmetics
- (6) Government agency budgets are too limited
- (7) Adoption of the government's grading system arbitrary
- (8) Federal Meat Inspection Act applies only to interstate trade

c. Suggestions for better government protection

- (1) Compulsory instead of voluntary registration of food and cosmetics
- (2) All agricultural products graded by the Bureau of Agricultural Economics
- (3) Consumers' products tested and the reports published by the Bureau of Standards
- (4) Extension of the trade practice conferences by the Federal Trade Commission
- (5) State adoption of federal standards for grading
- (6) Strict enforcement of laws which have already been passed for the protection of consumers
- (7) Create a Department of the Consumer to promote consumer education and the welfare of consumers

SUGGESTIONS FOR TYPEWRITING

Typewriting is a tool whose use makes it possible to write in a more rapid and legible manner. If only one year of typewriting is offered in the curriculum, it is preferable that the work be approached from the personal use angle for the purpose of developing a rapid, clearcut means of expressing one's self. The abilities required for this purpose may be summarized as follows:

1. Mastery of the use of the tool itself
 - a. Keyboard fingering
 - b. Speed and accuracy through concentration, rhythm, touch system, correct stroke, correct position
2. Ability to spell, punctuate, syllabize, and use correct English as well as to recognize and correct errors. (The ability to read accurately is as necessary as is the ability to write accurately.)
3. Ability to apply rules and skills to new situations, to think and do things on one's own initiative when necessary

In the event a second year of typewriting is offered, it should be made available only for those students who definitely have the aptitude and ability to use more typewriting in a vocational manner. This goal, in turn, necessitates the following in addition to the abilities mentioned above:

1. A degree of speed and accuracy which will meet the exacting demands of employers in the business world
2. Further acquaintance with those business forms and arrangements used in a business office
3. *Job wisdom* or *occupational information* which should include an understanding of the exacting demands of desirable office positions, the importance of cooperation of the worker with the employer and other employees, importance of being economical with office supplies and equipment and of planning the work expeditiously, and the importance of serving, and of not loafing on the job
4. The ability to integrate the various problems of form and arrangement, and other knowledges and skills developed in all previous typing work into related business transactions
5. The ability to interpret and follow instructions accurately, exercise initiative and judgment, and to apply knowledges and skills to new situations in an acceptable manner.

Suggestions on Teaching Procedures

Length of Class Periods

Experiments have shown that double class periods, especially in schools with the longer class periods, are wasteful of time and money. The beginning class, especially, should not be too long, and frequent brief pauses for relaxation should be provided. As the pupils gain in skill, they can type for longer intervals without reducing their efficiency.

Keyboard Approach

There are various methods of approach in learning the keyboard, each with good and bad points. The horizontal or home-row method puts all fingers at work at the same time and emphasizes the reaches from the home row, but there is a tendency to cling too closely to the base keys and to let the hand bob up and down. With the perpendicular or finger-section, the procedure is from the very easy (use of the first finger) to the very difficult (use of the weak third and fourth fingers). Thus progress is very rapid at first and then slows up. At this point the teacher must see that the student does not become discouraged. There is also a tendency to use the swivel stroke on the second finger.

With the word method (writing one word over and over), the object is to develop a snatch stroke instead of a push stroke, but it does not make use of rhythm in its completeness. Words practiced by this method will be written quickly, but unpracticed words will be written slowly. With the “*ffffffrf*” drill, the purpose is to get a snatch stroke, but the method tends to destroy rhythm. Rhythm is continuity of movement. It does not necessarily mean clock-like regularity. Rhythm produces greater accuracy, more even touch, and more even spacing. Transposition is due in great part to lack of rhythm. In thinking the letter ahead, there is a certain interval between. As the time is changed, the order of the letters is likely to be changed.

In the balanced approach, strokes made by the corresponding fingers of the two hands are introduced together. This causes such errors as writing “*e*” for “*i*”. In the contrast approach, letters are introduced together which will not be confused in stroking. For example, “*c*” and “*o*” may be introduced at the same time, but “*a*” and “*s*” should not be. This approach combines elements of the horizontal and the perpendicular methods. It also

forces greater concentration because the learner is not automatically making similar reaches up or down from the base position. Instead of writing "*frf juj*" he may be writing "*fr uf*" or "*ft ik*." Meaningless syllables should be used only for the purpose of locating new keys, of forcing concentration, and gaining control of new strokes. From them the student should proceed as soon as possible to the writing of words and sentences.

Teaching Periods

Locked key drill has been recommended as a useful first step in locating new keys and developing proper stroke. The learner is not distracted by the writing which appears on the paper when the locked key device is not used. An objection is that the locked keys on most machines do not give the proper get-away and produce too light a stroke.

Accuracy should not be stressed at the beginning. To do so causes the learner to develop incorrect habits. By emphasizing correct technique (proper position, eyes on copy, rhythmic writing, concentration) errors in copy will be corrected eventually. Each semester the penalty for errors should become greater, and in the work of the second year accuracy should be stressed more than speed. Rapid writing should be stressed at the beginning to prevent the learner from developing sluggish habits.

New elements should be introduced one at a time. This gives the learner an opportunity to master each element thoroughly and gives him greater confidence in himself and more interest in his work. Unnecessary repetition should be avoided for it destroys interest. It should be provided as much as necessary to insure acquisition of desired skill. The amount of practice which is necessary may be decreased by developing strong desire for improvement and correct practice procedures.

Shields should not be used, but there should be adequate teacher supervision. Teacher demonstrations should be used to show how a skill is performed correctly.

There is a difference of opinion as to the value of finger gymnastics. Some recent tests seem to show that they have some value. Where it is known that certain errors are caused by weak fingers, gymnastics may be used to strengthen those fingers.

Use of the type-pacer in developing rhythm, as well as building speed, will be found an invaluable aid.

Any good typewriting text provides the necessary procedures and drills for the development of the fundamental skills, the location of the keys, and the development of speed and accuracy. The amount of time spent on each part of the work will depend on the length of the class period, local conditions, and the *interest* and *enthusiasm* which the teacher has and *is able to create in her class*. Where it is possible to do so, the use of more than one text greatly enriches the typewriting course.

Motivation

In all respects the classroom should be as businesslike as possible, with as much allowance for individual differences and individual expression as may be introduced. Many opportunities should be provided for composing at the machine, dictation drills, and the use of the typewriter by the pupils in preparing other class assignments. Many opportunities will arise for pupil participation in business projects offered by the school in newspaper work, in cutting stencils, in using the mimeograph and mimeoscope, and in writing letters for teachers and pupils.

It cannot be too strongly emphasized that everything must be done to insure that the pupils regard the typewriter as a tool of expression, and any and every activity within the range of the ability of the pupils which brings this concept to the fore and puts it into practice is of inestimable value. The more provision is made for individual differences, the more certainly this functional type of training may be made effective.

The use of bulletin boards, graphs and charts to show progress, displays of particularly attractive work, pupil and teacher demonstration are all effective devices to aid in the motivation of the work.

Testing

From time to time tests should be introduced to determine whether the desired goals are being achieved, and what the learning difficulties are in order that remedial instruction may be given. Tests should cover every phase of the work—knowledges and skills, quantity and quality:

- Correct technique

- Straight copy (long and short timings)

- Letter writing

- Centering

Tabulating

Editing and copying from rough draft

Fill-ins

Corrections by crowding or splitting

Erasing and use of carbons

Composition

This list is suggestive only and is not intended to be exhaustive. Tests on the parts of the typewriter have been specifically omitted, for if it is possible for the pupil to adequately fulfill other requirements, it will be necessary for him to understand the parts of the typewriter and their uses.

Adequate and valid tests in the field of typewriting are few in number if the teacher desires to use those already published. Here is an opportunity for teachers to do experimenting and research in their own classrooms. There is an urgent need for such materials. There is a definite challenge in the field of typewriting to the pioneer spirit. Thus far too much has been taken for granted—not only with respect to the methods used but also in testing the outcomes.

Standards of Achievement

The standards of achievement for the first year of typing should be based on the pupils' ability to accomplish and upon existing local conditions, which include the amount of time allotted to the typing department. They should also take into account the teaching procedures used. The old type of page after page of repetitive drill practice will not produce the results that can be had through a true psychological approach to the problem and an attempt to make use of pupil-inspired materials.

The standards for the second year should be based on the demands of employers in the business world. The mere achievement of so many words a minute on straight copying with a maximum number of allowed errors is no criterion of typing ability. The standards must include all the other phases of typing, especially some of the non-technical ones to which reference has already been made.

An Outline of Stages of Development in Typewriting

Students learn to type through attentive repetitive practice. The best practice material is meaningful material. The use of every letter in the alphabet in each paragraph quickly leads from letter recognition to work recognition. *How* a student practices is of more importance than *what* he practices although the materials typed should sustain interest as well as develop technique. Repetition with interest is, then, the desirable practice procedure, irrespective of the particular method of teaching used. A clear concept of the goal, or desired skill, should be developed before extensive practice is attempted.

The stages which are indicated below are not distinct. The outline was prepared to show in a general way the sequence of attention to different knowledges and skills.

First Stage

1. Keyboard mastery primary objective
2. Knowledge of essential parts and their operation
 - a. Carriage return
 - b. Shift keys
 - c. Back spacer, etc.
3. Correct key stroke
4. Care of typewriter
5. Rapid presentation to get whole concept

Second Stage

1. Development of typing power and technique
2. Vertical and horizontal centering
3. Simple personal and business letters
4. Straight copy material to check up on stroking and technique

Third Stage

1. Technique of figure keys
2. More complicated business forms
3. Letter forms
4. Speed measured in output
5. Straight copy to relieve strain of formal papers
6. Correction and erasing

Fourth Stage

1. Tabulation and tabulation materials
2. Manuscript, theses, and composition to be practiced at the machine
3. Speed of 40 to 50 words per minute
4. Carbon copies
5. Characters not on keyboard

SUGGESTIONS FOR STENOGRAPHY I AND II

Stenography is given primarily to prepare pupils for positions in the business world. Some people claim that it may be justified in terms of preparation for higher education or writing in everyday situations. The committee is inclined to doubt the latter as individuals who do not use shorthand daily for vocational purposes soon lose the necessary skills and knowledges. According to this point of view, guidance is prerequisite to the work in these courses.

During recent years there have been very significant developments in the teaching of stenography. Certain of the developments are somewhat controversial, and the committee recommends experimentation. An outline of content has not been included in this bulletin because the content varies with the fundamentals of the method which has been adopted. The committee did not care to recommend one method in preference to another. The newer or so-called functional method is certainly worthy of careful consideration.

Objectives

The general and specific objectives to be obtained may be summarized as follows:

1. Speed and accuracy in taking dictation
2. Speed and accuracy in transcription
3. Grammatical construction efficiency
4. Development of knowledge of proper forms, style, and judgment of letter contents, such as applications, answering complaints, etc.
5. Rapid copy of rough draft
6. Responsible undictated letter replies
7. Recognition and execution of legal forms
8. Filing and cross filing
9. Cutting stencils and operating duplicators
10. Initiative in meeting modern office situations
11. Developing a business personality
12. From the pupil standpoint, the vocational objective is a constant motivation

Suggested Goals and Teaching Procedures

A mastery of stenography requires a rapid complete coordination of sight, hearing, brain, and hand action; therefore, much repetition is necessary in the early assignments to attain shorthand penmanship, correctness, proportion in form, phonetic sense, memory of outlines, and skill necessary for later speed. Shorthand is an unrelated subject, completely foreign to the beginner. It requires close concentration, much legibility, and speed.

The following outline contains suggestions which are more applicable to one system or method of instruction than to another. The suggestions must be adapted intelligently.

A. Stenography I

1. Daily blackboard and note book drills on phonetics and penmanship.
2. Brief form memory work stressed.
3. A written review given at the completion of every two units.
4. Daily assignments written in shorthand for home work and checked daily by teacher. Unacceptable work repeated.
5. Oral transcription of all dictated material.
6. Dictation at 60 words per minute.
7. Review of brief forms, words, and phrases. (Phonograph records and text.)
8. Dictation at sixty to eighty words per minute on simple matter and standard practical letters.
9. Letter forms, folding, and envelope addressing may be introduced during the last quarter.
10. Administer a standardized test covering first quarter.

B. Stenography II

1. Complete text review.
2. Administer standardized tests covering shorthand theory.
3. Transcriptions complete, typed from shorthand magazines, articles, or classics.
4. Speed study drills handed in for penmanship.

Suggested Goals and Teaching Procedures

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2. Administer standardized tests covering shorthand theory.
3. Transcriptions complete, typed from shorthand magazines, articles, or classics.
4. Speed study drills handed in for penmanship.

5. Assigned letters for class study and dictation at 80 words.
6. New letters dictated at 80 words per minute on various vocabularies, four each day to be typed and checked for form punctuation, spelling, etc.
7. New material dictated at 100 words per minute on various vocabularies and businesses, four to six letters daily to be typed and checked.
8. Practical experience wherever possible in school offices, with various teachers, or part-time work for business firms, etc.
9. Fundamentals of office procedure introduced latter part of year. This includes:
 - a. Filing, duplicating, and telephoning
 - b. Initiative in letter replies
 - c. Rough draft copy work
 - d. Execution of legal forms
10. Practical experience in school offices, dictation by principal of high school and faculty.
11. Drill on meeting various office situations.
12. Transcribing from dictated material, at a minimum rate of 25 words a minute.

SUGGESTIONS FOR ADVANCED BOOKKEEPING

As previously indicated, the course in advanced bookkeeping should be restricted to pupils who wish to use the knowledges and skills for vocational purposes. The content of this course is to be developed in relation to content of the first year in bookkeeping. The units which follow may not be applicable in a given community. Some of them may be included in the first year of work while in other communities certain of the units may be relatively unimportant. They are presented merely as a source of suggestions.

The committee is agreed that the content of the course is relatively less important than procedures used. Regardless of the units which may be included, the procedure should always emphasize a thorough understanding and intelligent application of principles. This is even more important in advanced bookkeeping than during the first course. Fundamentally, the course should not be confined to skills but should include the important business problems which will relate to bookkeeping principles. The goal should always be the development of intelligent individuals who reveal independence and initiative in their work.

An Outline of Suggested Units

Unit I. Review

The major purpose is to review the principles and practices of bookkeeping pertaining to single proprietorship. The amount of review which is necessary depends on the caliber of the pupils and the lapse of time between the two courses.

Unit II. Partnerships

The purpose in this unit is to review the principles pertaining to partnerships as developed in the general course and to complete bookkeeping problems growing out of this form of organization. There should be a careful study of the appropriate forms and practice in the use of the forms should be arranged.

Unit III. Accruals and Deferred Credits

There must first be a careful study of reserves of all kinds, accruals and deferred credits. Practice should be given in computing and making entries of accruals and deferred credits.

Unit IV. Income Taxes

This unit should provide a thorough understanding of income taxes and related bookkeeping procedures. The study should in-

clude income taxes of individuals, proprietorship, partnership, and corporations. Attention to methods of computing and recording such taxes should include attention to the difference between the cash and accrual basis of recording income and expenses. Actual problems or cases should be considered carefully.

Unit V. The Corporation

This unit is concerned with a careful study of the organization, records, and reports of corporations. Practice is provided in related problems.

Unit VI. Practice Sets Pertaining to Partnerships and Corporations

This unit is concerned with the bookkeeping skills which can be developed through the use of practice sets pertaining to partnerships and corporations.

Unit VII. Accounting for the Manufacturer

The pupil should develop an understanding of the voucher system of bookkeeping. He should learn how to deal with problems pertaining to the cost of manufactured goods. Attention should be given to the reports of manufacturing concerns. The pupils should make vouchers and record entries, post to the ledger. They should prepare reports for manufacturing concerns and also make comparative reports.

Unit VIII. The Manufacturing Practice Set

A manufacturing practice set should be used to systematize principles and procedures developed through Unit VII.

Unit IX. Sales

The purpose of this unit is to help pupils develop an understanding of installment, departmental, and consignment sales. Problems relating to these sales should be solved.

Unit X. Governmental Accounting

The unit is concerned with methods of preparing and checking governmental budgets. The purpose is concerned more with the understandings which are characteristic of capable citizens than with the details of governmental budgeting. A comparison of methods in business and government budgeting may be made. A governmental budget may be prepared if it is possible to do so with a fair degree of reality.

SUGGESTIONS FOR THE COURSE ON DISTRIBUTIVE OCCUPATIONS

The possibilities of retail selling as a subject of a curriculum in the business department of a secondary school have aroused so much interest and discussion that the committee feels that special attention should be given to this type of material. It is not the purpose of the committee to recommend the adoption of such a course in all schools, but rather to present information which will prove helpful to commercial teachers and school administrators who may be interested.

The occupational statistics for Colorado in the United States census of 1930 show that more people are employed in Colorado in some kind of selling than in any other kind of business activity. Surveys of the graduates of the Denver schools conducted by the School of Commerce of the University of Denver for the classes of 1929, 1933, and 1934 show that more boys and girls go from high school into selling than into any other business vocation. This same trend is borne out in a survey made by the Barnes Business College of Denver of eight thousand Colorado high school graduates of the class of 1937. Studies made by other authorities show that the percentage of pupils training for the selling field is very low as compared with those training for other fields such as book-keeping and stenography. The number of positions in the selling field is large, and it is possible for many to find work suited to their particular interests and aptitudes. The opportunities for promotion and advancement are good, exceeding those in many of the other business vocations.

The increasing realization of merchants and businessmen that the routine sales force must be better trained to render good service, must have an extensive knowledge of goods, and must have the ability to judge people is resulting in a demand for boys and girls who have had some training in the fundamentals of selling, store organization and management. The study of retailing, particularly in connection with cooperative part-time training, offers a pupil practical training during the school year.

There is an increasing demand for workers and sales people with potential executive ability. Further impetus to this type of training was given by the George Dean Act, approved June 8, 1936. Under this act it is possible for the states to receive some

reimbursement on the salaries and necessary traveling expenses of teachers and supervisors in distributive occupations. The administrators and promoters of the act state that the purpose is to "train as" the pupil works, rather than "train for" work, and to increase the efficiency of the person already employed. Those classes which definitely meet the following requirements fulfill the requirements for aid.

1. All pupils must be employed as many hours as they are in school.
2. All pupils in the class must have reached the age of sixteen years or more.
3. All classes shall be taught by approved teachers.

In the event a school is interested in setting up such a program, all details of specific requirements may be secured from a volume published by the State of Colorado, entitled *State Plan for Vocational Education and Vocational Rehabilitation*.

Objectives

If studies in the distributive occupations, more particularly retail selling, are to be effective, they must definitely contribute toward the social, economic, and personal adjustment of the individual to the changing pattern of industrial life. Retail selling may contribute to this as follows:

1. Social
 - a. To show the importance and universality of distributive occupation in our society, and to develop an understanding of the socially and economically desirable services that distributive workers should render in furthering the general welfare of the people
 - b. To show the opportunity for the elimination of economic losses through skilled methods of storekeeping and improvement in the distributive processes and to reveal the widening opportunity for service on the part of stores and sales people in the development of a distributive system which will render the maximum of economic service to both producer and consumer
 - c. To show the dignity of work and to raise the work of distributive occupation to a higher scale through stim-

ulation of the growth of knowledge and accomplishment in those occupations

- d. To emphasize the social gain to be had through those who by training and personality are ably fitted to make a prompt and adequate adjustment to a social or business situation

2. Personal

- a. To make the pupil aware of the great part personality plays—to show that it is not so much what one *knows* as what one *is* that makes for a well-rounded and socially useful life
- b. To show the pupil those characteristics and traits which make for good personality—courtesy, willingness, good appearance, appropriate dress, and many others; and to show those negatraits which detract from personality
- c. To encourage the pupil to make an attempt to discover his good and negative personality traits
- d. To assist the pupil to set up a regimen for improving personality through better speech, more thoughtful conduct, etc.
- e. To make the student not only more effective as a sales person, but also more intelligent as a consumer of goods and services. To help the pupil to conduct his working life for his personal interests as well as the interests of the community and the nation
- f. To point out the opportunities afforded in retailing and selling together with the great diversity of work, various positions to be had, and advancement therein

3. Physical

- a. To develop the attitudes, habits, knowledges of the skills necessary for the distributive occupations
- b. To encourage and to enable the pupil sales person to recognize the various types of people and to make sales adjustments accordingly
- c. To train the pupil to understand the more common principles of human behavior

- d. To provide some knowledge of merchandise, including sources and nature of raw materials, methods of processing and distribution, etc.
- e. To give a general knowledge of a store, its methods, policies, and routines

Suggestions on Teaching Procedures

If reimbursement for training in the distributive occupations is to be secured under the provisions of the George Dean Act, it is necessary that the pupils be employed as many hours as they are in school. This one provision will make it difficult for many schools to qualify, at least for the entire school year. It may be possible, however, to develop some plan whereby an itinerant teacher serves several schools, giving intensive unit courses in selling such goods or services as groceries, meat, dry goods, hardware, advertising, printing, garage, etc.

If it is impossible to work out a cooperative program under the George Dean Act, it may be possible for many schools to develop a modified program of cooperative training. An effective plan of this type will do much to make possible the realization of those objectives for a retailing program which were given above. The special aims of cooperative training are:

- a. To bring the pupil into contact with real situations
- b. To vitalize and create interest in school work
- c. To make easier the transition from school to job, to shorten that period, and to reduce social and economic loss due to unemployment
- d. To shorten the period of apprenticeship and to reduce the burden of training now borne by merchants
- e. To train boys and girls for occupational efficiency which will keep them in a home community
- f. To afford opportunity for selection of junior workers on a try-out basis
- g. To enlist the interest of businessmen and merchants in schools and in the welfare of youth, particularly those who cannot or do not go to college
- h. To raise the limits of the beginning salary
- i. To give a better grade of service and to raise the level of retailing as a vocation

Types of cooperative retail training and available means follow:

1. *Demonstration Day*—In this plan the retailing class takes over the management of a store for a single day, the members being assigned to various positions and departments. This plan has received favorable publicity but, as the experience is so short and so limited, it leaves much to be desired unless a thorough preparation is made in advance.
2. *On Call*—In this plan pupils are subject “to call” to help out stores on special sales events, month ends, etc. This method is satisfactory if preceded by a training period and if there are sufficient events to give ample experience.
3. *Alternating*—In this plan pupils are paired and one works for a period of one to two weeks while his paired pupil attends classes. At the end of the set time the process is reversed and the pupils exchange places. This plan is in common practice in the larger cities, where it is favored by the merchants for the reason that they are provided with a full-time worker at all times.
4. *Non-Alternating*—In this plan the pupil is in training work at noon hours, in afternoons, after school hours, on Saturdays, on holidays, or on special occasions. An intensive period of training before the Christmas holidays followed by the “on call” method for the remainder of the year will generally provide sufficient experience. This non-alternating plan is generally preferred, particularly in the smaller schools where the classes are small. It eliminates most of the difficulty involved in presenting the same material twice to a small number in the class.

A few comments should be made in regard to the classroom procedures in developing units of the type which have been suggested in this bulletin. First, the units which follow should be regarded as sources of suggestions for the development of teaching units. The pupils and local community should also be considered. It is to be expected that the organization of teaching units will not correspond exactly to the organization of units herein included. Two or more of the units which follow may be combined in one teaching unit. Secondly, the teaching units should be developed in terms of problems which are real and challenging to the pupils. The outline which follows is composed of topical items,

but the topics suggest problems. Thirdly, the units should be developed cooperatively with the pupils or in such a way that the pupils accept the problems as their own and assume responsibility for solutions. The pupils should not regard the units as isolated academic problems. The course, as far as class work is concerned, is really futile if the pupils do not think in terms of their future aspirations and needs and recognize that the problems are important in relation to their goals. The course should be one in which there is much intrinsic motivation, but such may not be the case if the pupils do not make realistic analyses of the problems which confront them.

Fourthly, the processes of problem solving should be emphasized as much as the desired understandings. The aim should be to help each pupil develop initiative and independence in meeting everyday problems. The teacher should be a guide, and the classroom procedures should give much opportunity for initiative in individual and group projects.

The outline of units is very extensive and the teacher in charge of the course in retail selling would do well to check with other teachers to determine the extent to which certain units have been taken care of in other classes. It will be seen that many of the units are concerned with guidance, and the school which has an adequate general education or core course or some other form of guidance program which is effective may omit much of the suggested content from the course in retail selling. Accordingly, there would be more time for the responsibilities which are unique to this course, and the approaches which are used could be more effective and realistic.

An Outline of Suggested Units

Unit I. Retailing as a Vocation

Purpose of the Unit: This unit should be concerned with information concerning the field of retailing, its advantages and disadvantages, possibilities of advancement, conditions of employment, etc., to assist the pupil in arriving at some intelligent decision relative to the distributive occupations.

Problem Areas: The universality of salesmanship; the modern place of selling in economic structure; different fields of selling—retail, wholesale, specialty, personal service; the fields to sell

—advertising, buying, manufacturing, displaying; the changing attitude toward stores and store workers; facts and figures relative to the number of people employed in retailing; the advantages and disadvantages of store work; working conditions.

- Projects:*
1. Describe historical instances of salesmanship—Columbus and Isabella's jewels; Pershing's advocating an integrated or united American army in France; Washington at Valley Forge.
 2. Show that salesmanship or the selling of ideas is a universal activity, akin to selling commodities, and that the psychological process is much the same in both cases.
 3. Show how all economic activities depend on success of selling or marketing one's product or services.
 4. Show how the attitude toward people in trade has changed, as has also the attitude of people toward workers in stores. (Note: 1930 census figures for Colorado or for any city with a population of 25,000 or more. Bureau of Commerce, Washington, D. C.)
 5. Gather data on the employment of high school graduates in selling occupations in Colorado. (See *Survey of Denver High School Graduates of Classes of 1929, 1933, and 1934*; School of Commerce, University of Denver. *Survey of 1937 Graduates of Colorado High Schools*, Barnes Business College, Denver, Colorado.)

Unit II. History of Retailing

Purpose of the Unit: This unit is designed to show the origin and evolution of retailing and retail practice in order that the pupil may understand and interpret many of the current retailing practices.

Problem Areas: Early trade centers and trade practices in Egypt, Rome, Venice, Hanseatic cities, London; medieval festivals; fairs; peddlers; stalls; shops; Indian trade; trading posts; stores—general, department, specialty.

- Projects:*
1. Prepare a report on trade practices in medieval times.
 2. Trace the development of merchandising in the current period from the time of the trading post to the present.
 3. Show similarities and dissimilarities in the two streams of growth development, and from these data, show the evolution of retailing practice.

Unit III. Qualifications and Training Required for Retail Selling

Purpose of the Unit: The personal qualifications and training necessary for success in retailing should be analyzed. This is a particularly important unit.

Problem Areas: Good personality; an understanding of store organization; ability to understand people and to make social adjustments easily; a knowledge of merchandise—raw material, methods of processing, distribution; a knowledge of the principles of salesmanship.

- Projects:*
1. Make a list of the things which you expect to be known by a sales person serving you.
 2. Outline the various ways in which one or more of the following knowledges or skills may be acquired:
 - (a) History and source of raw materials
 - (b) Process of manufacturing
 - (c) Method of distribution
 - (d) Principles of store organization and management
 - (e) Art of judging the customer and of making adjustment

Unit IV. A Sales Person's Working Capacity

Purpose of the Unit: This unit should be developed to show the pupil that of all those elements involved in retailing, man is the most important. It is to be made apparent that though one has capital, knowledge, and skill, he can avail little if there is not also developed an appropriate personality.

- Projects:*
1. Give a test on personality and one on retailing or selling.
 2. Ask the pupils to list those qualities or characteristics which make a person well liked.
 3. Rate self and other class members on different personality traits.
 4. Arrange for a lecture by a qualified business man or minister or other person on how to improve personality.
 5. Report on and analyze critically one of the following books:
Carnegie *How to Win Friends and Influence People*
Theobald *Personality and Personalisys*
Rasely *Finding Yourself*
Maule *Men at Work*
Abrams *Business Behavior*

Unit V. Securing a Job

Purpose of the Unit: The process of making an effective application should be considered in detail. Reference should be made to common pitfalls which should be avoided. The activities or principles required to hold a job should be included.

Problem Areas: Preparing for the interview; information about the job wanted; importance of specialization; sincere request for a job; letter of application; personal interview; application blank; how to hold a job; observation on the job; observation by seeing, listening, remembering; cooperation with others on the job; loyalty to the organization.

- Projects:*
1. Make a list of those things which will assist a person in securing a position.
 2. Prepare and make a demonstration application to the teacher or another pupil.
 3. Write a letter of application to be presented to the class for criticism and commendation.
 4. Have the teacher give a series of very definite instructions at one time and check to see how many pupils can do them completely as directed in proper sequence. Repeat this on other occasions, increasing number of directions gradually.

Unit VI. Store English

Purpose of the Unit: The purpose of this unit is to impress upon the pupil the importance of effective English, and to stress the principles of good English most frequently used. It must not be overlooked, however, that these things should be incorporated in all class activities. The unit is primarily one in diagnosis and personal guidance.

Problem Areas: Need for better speech; choice of words; use of slang; words to be avoided; such grammatical construction as the double negative, agreement of pronoun and noun, agreement in number of subject and verb, and confusion of adjectives and adverbs; proper pronunciation.

Projects:

1. Outline and present to the class a sales approach and sales demonstration, to be followed by class discussion.
2. Prepare a list of grammatical errors made by classmates or friends.
3. Develop a program to fit the needs which can be followed during the year and will result in your improved pronunciation, greater vocabulary, correct usage, proper spelling. This program should make provision for improvement in both oral and written English.

Unit VII. Store Mathematics

Purpose of the Unit: The purpose of this unit is to show the importance of facility and accuracy in arithmetic fundamentals. The situations demanding computation or some form of arithmetic are revealed.

Problem Areas: Rapid addition, multiplication, division, percentage, fractions, fractional equivalents, decimals, measurement; average turn-over; percentage based on sales; finding the selling price; distribution of expenses to departments; commission, trade discounts; value of time discounts; amount a salesman should sell.

Projects:

1. Review fractions, aliquot parts, and tables of measurement.
2. Use regular or mimeographed sales tickets to

provide practice in rapid addition and multiplication. Follow this by oral drill in rapid addition and multiplication.

Unit VIII. Store Organization

Purpose of the Unit: The purpose of this unit is to show the nature and importance of store organization. In the event of cooperative training, a knowledge of store organization makes it easier for the pupil to find his place quickly and to do his work efficiently.

Problem Areas: Management; necessity for organization—small store, large store; the general manager; merchandise division; sales promotion or publicity division; financial control division.

Projects:

1. Define organization, and make a schematic arrangement of organization found in the school, class, home, and business.
2. Show that a football or athletic team is an organization in which each athlete has some special duty or assignment.
3. Develop an organization chart for the school. Distinguish between organization and management.

Unit IX. Junior Positions Leading to Selling

Purpose of the Unit: The purpose of this unit is to acquaint the pupil with the fact that it is customary for beginners in store work to be placed in minor or service jobs. This unit should familiarize the junior worker with his duties and help him adapt to the store organization.

Problem Areas: Importance of delivery; plotting location of delivery customers; cost of delivery and their allocation; delivery problems; the route or delivery sheet; methods of delivery; the receiving room; checking invoices; care of incoming goods; methods of marking; duties of the marker; collection, and messenger work; stock keeping; duties of stock keeper; buying; clerical assistant; inspectors, examiners, wrappers, etc.

Projects:

1. If possible, assign some of the boys of the class to a store for an afternoon on a Saturday to

assist with the deliveries. Have them prepare a report and present it to the class.

2. Secure invoices of materials shipped to the school and let the pupils check the shipments. If he so desires, a teacher may stimulate interest and arouse alertness and accuracy by intentionally causing "short" items and errors.
3. Arrange for a lecture or talk by a store manager on the activities studied in this unit.
4. Have the pupils bring boxes of various sizes and shapes, paper and string to be used for practice in wrapping plain and gift packages.
5. Study and report on the system used by a store in marking goods.

Unit X. Store System for Sales Persons

Purpose of the Unit: This unit is designed to give the pupil a general view of the store system as well as knowledge of routines and forms used in stores. An understanding of the entire system helps the individual recognize the importance and place of his work.

Problem Areas: Store systems; sales check—parts, procedure in writing, use of tally; suggestions in handling money and tax tokens; use of cash registers; sales transactions—special sale requiring authorizations, charge accounts, OK telephone, charge identification, transfer or shopping cards, cash, want or call slips.

- Projects:*
1. Provide the members of the class with sales pads or tickets or mimeographed copies thereof, asking them to fill out several kinds—cash, charge, C. O. D., etc. Supplement this by models or samples from stores.
 2. Provide instruction or actual practice in the use of various cash registers and in making change.

Unit XI. Textile Merchandise

Purpose of the Unit: The purpose of this unit is to help pupils gain a fundamental knowledge of textiles. Such knowledge will be of value to them, not only as sales people, but individually as well.

Problem Areas: Major and minor fibers; spinning; weaving; kinds of weaves; design; knitting; wool—methods of finishing, tests for wool; wool fabrics, characteristics of fibers; important terms peculiar to wool; differences between wool and cotton; tests; silk—characteristics, spun, tests; linen—retting, tests, tests for linen; rayon—characteristics, uses, tests; comparison of fibers.

- Projects:*
1. Prepare a notebook showing samples of goods of five fibers as well as samples of various weaves.
 2. Ask a chemistry student to demonstrate chemical tests for the various fibers.
 3. Invite the teacher of home economics to present materials on this subject.
 4. Select data and information concerning source of raw materials, methods of processing, and testing.

Unit XII. Non-Textile Merchandise

Purpose of the Unit: This unit should help pupils gain information about the merchandise which they may sell so that they may advise the customer of its qualities and more readily sell goods meeting the customer's requirements.

Problem Areas: Groceries, canned goods, sizes of cans, labels, grades of salmon, milk, soup, fresh fruits and vegetables, meats, shoes, hardware, builder's tools, kitchen utensils, paints and varnishes, toys, electrical appliances, cosmetics, drugs, furs, home furnishings, hosiery, jewelry, etc. Sources of merchandise information.

- Projects:*
1. Invite a parent, businessman or home economics teacher to visit the classroom and discuss types of goods, how they are made, how they are used, etc.
 2. Choose samples of goods enumerated and prepare sales demonstration for each.

Unit XIII. What a Sales Person Should Know About Color, Line, Design

Purpose of the Unit: It is necessary that the sales person be able to sell goods that harmonize in color and line. With the

constant employment of beauty and utility design, it is of the utmost importance that the sales person have some background in the principles of color, line, and design.

Problem Areas: Color principles—hue, value, intensities, intermediate color, the effect of light on color, application of color principles, suitability of colors, choice of colors, color fastness, harmony, proportion, balance, rhythm, emphasis.

- Projects:*
1. Ask one of the pupils to consult the art teacher, make a report on the color chart, and arrange it to show primary, secondary, and intermediate colors.
 2. Ask another pupil to demonstrate complementary color, analogous color, monochromatic, neutral, and saturated color harmonies. This can be done through the use of ribbons, ties, etc.
 3. Ask another pupil to give a report and demonstration of the colors appropriate for shades of complexion, hair, and eyes. In developing this demonstration, colored scarfs, handkerchiefs, and ribbons may be draped on various of the class members.
 4. What is meant by harmony, proportion, balance, rhythm and emphasis? Refer to these properties in items of merchandise, in displays, in architecture, or in any other medium.
 5. Illustrate the five color harmonies by means of magazine advertisements.

Unit XIV. Style and Fashion

Purpose of the Unit: This unit is designed to help pupils distinguish between style and fashion and to understand the effect of each on the retailing process. Inasmuch as style involves color, line, and design, the pupil is made familiar with some of the principles of art as applied to style goods.

Problem Areas: Terms of fashion, what affects appearance, style distinguished from fashion, fashion trends, blue fashion, fads, fashion highlights, stylists, fashionists, shows, counts, cycle, sources of fashion information, adapting fashion to the individual, silhouette, types—sophisticated, athletic, feminine,

apparel for the unusual figure, adapting fashions to the occasion, different types of dresses and suits.

- Projects:*
1. An understanding of the difference between style and fashion may be demonstrated (a) by the girls in the matter of shoes, hats, suits, and dresses; (b) by the boys with shoes, suits, hats, and coats.
 2. Prepare a notebook composed of items in fashion magazines to illustrate apparel that is extreme, in good taste, appropriate, or inappropriate for a given type of person or occasion.
 3. Arrange for a talk or demonstration by the home economics teacher or one in the apparel business to bring out the salient features. It may be possible to arrange for a small fashion show.

Unit XV. The Customer

Purpose of the Unit: The purpose of this unit is to emphasize the importance of serving the customer and to show that knowledge of the customer is necessary. The sales person must be certain that the purchase fills a definite need of the customer.

Problem Areas: Serving the customer; customer differences and likenesses; judging the customer; human nature as a variable quantity; customers classified—nervous, phlegmatic, decided, suspicious, inconsiderate, conceited, goodnatured, argumentative, and undecided.

- Projects:*
1. Select one of the classified types of customers and illustrate or pantomime his actions.
 2. Demonstrate how each type of customer may best be handled.
 3. Enumerate the conditions that may cause a member of any one of these groups to vary from type.

Unit XVI. Why the Customer Buys

Purpose of the Unit: This unit presents reasons why customers buy certain goods or deal with certain stores. The simple fundamental principles of human action should be presented in non-technical language so that the pupil may better under-

stand what appeals to make and how to make them in selling various articles.

Problem Areas: Choice of store, human wants, conflicting wants; degrees of wants; selling the use rather than the merchandise; buying on impulse; the buying process; motives for buying.

- Projects:*
1. Prepare a list of reasons why you or your parents prefer to deal with certain stores.
 2. Make a list of your wants, organize them in related groups in the order in which they are generally gratified.
 3. Do the same for your family; then show how the various wants conflict.
 4. Make a list placing in the first column buying motives, in the second, merchandise, or occasion affording opportunity for appeal, and in the third, manner of making the appeal.
 5. Make a list of various kinds of goods and show the qualities which are considered in purchasing them.
 6. Work out a demonstration sale to illustrate a particular appeal or buying motive.

Unit XVII. Opening the Sale

Purpose of the Unit: This unit should reveal the importance of opening a sale properly, the best methods of beginning a sales talk, the appearance and manner of the sales person, and the total effect on the customer.

Problem Areas: Importance of first impressions; the approach; promptness of approach; greeting the customer; people who pass through; merchandise approach; the customer—personality, characteristics, and his standards; courtesy.

- Projects:*
1. List the preferred greetings commonly used, giving the merits or demerits of each.
 2. Prepare interesting opening statements to be used in making the merchandise approach.
 3. List personality characteristics which may be observed during the approach and which may

give insight into possible wants or appropriate merchandise.

4. Prepare a dramatization or demonstration of approaches suitable to various situations.

Unit XVIII. Finding the Customer's Needs

Purpose of the Unit: This unit should be developed to assist the sales person in ascertaining whether or not the customer has a need for the merchandise and in determining which merchandise is most appropriate.

Problem Areas: Methods of finding needs; which merchandise to show first; amount of merchandise to show; knowledge of stock; reserve and forward stock; arrangement of forward stock; advantages of systematic arrangement; care of stock by the sales person; what stock work involves.

Projects: Arrange demonstrations to illustrate the following situations:

1. A customer needs help in selecting the most appropriate merchandise.
2. A pupil salesman asks questions which should not be asked.
3. The proper way for showing medium priced goods first, then shifting to higher or to lower priced goods.
4. Illustrate the various ways of discovering the needs of customers.

Unit XIX. Presenting the Merchandise

Purpose of the Unit: This unit is to show the type of merchandise to be given to the customer and the method by which it should be given in order that the customer's interest may be increased.

Problem Areas: Interest; desire; enthusiasm; specific statements; confidence; imagination; displaying merchandise; demonstrating merchandise; amount of merchandise to display, specialized knowledge; selling points; selling points and buying motives; selection of merchandise information; competition.

- Projects:*
1. Make a list of various kinds of goods, how each may be demonstrated, and how the sales person can show appreciation of them.
 2. For an article, make a list of selling points and accompanying buying motives.

Unit XX. Objections and How to Meet Them

Purpose of the Unit: This unit should show pupils that success in selling depends upon readiness to meet objections, and that this in turn depends on preparation to meet them.

Problem Areas: Reasons or objections distinguished from excuses; necessity for removing objections; classification of objections; anticipating objections; methods of meeting objections; objections concerning prices, wants, qualities, manufacturer or seller; objections offered to postpone action; the futility of argument.

- Projects:*
1. Prepare a list of excuses and objections in relation to articles and test them on your classmates.
 2. For a given article, prepare a list of objections against buying and demonstrate how they may be met.

Unit XXI. Closing the Sale

Purpose of the Unit: The purpose here is to direct the pupil in a careful study of the various methods of closing a sale and of determining the proper time for the close.

Problem Areas: Favorable decisions; time to begin closing; how closing time is indicated; how the salesman approaches the closing; variations; an informal closing; naming the price; receiving cash for the merchandise; creating satisfaction as the customer departs; negative suggestions at the closing; danger of high pressure selling.

- Projects:*
1. Pair pupils and assign the duties of a salesman to one and the viewpoint of the customer to the other. Let the first prepare a sales demonstration and let the second prepare objections. An opening and closing should be indicated.
 2. Have pupils demonstrate (a) the various methods of closing sale for same commodity; (b) the various ways of creating satisfaction in the mind of the customer.

Unit XXII. Suggestive Selling

Purpose of the Unit: To show that the sales person who can suggest in a helpful manner goods for matched harmonies, or in other ways supplement those which are sold, may perform a real service for the customer, increase good will for the store organization, and increase sales volume.

Problem Areas: Ways of increasing sales; suggestion; form of suggestion; to whom to suggest additional goods; how to suggest additional goods; suggesting a substitute; suggestions must be positive; avoidance of negative suggestions.

Projects: 1. One group of students may prepare a list of negative suggestions and a second group change these to positive ones, if possible.

2. Have pupils prepare statements which suggest
(a) a larger quantity, (b) a higher quality, and
(c) a complementary article.

Unit XXIII. Ethics of Selling

Purpose of the Unit: Any studies in retailing or salesmanship which do not seek to raise those activities to a higher ethical level have little or no value. This unit will show the pupil how a sales person may recognize a situation calling for discretion and how he may be guided by ethical principles in his work.

Problem Areas: Codes of ethics; relations of the sales person—to the customer, to the management, to the other employees; misrepresentation.

Projects: 1. Indicate instances, without naming stores or persons involved, where you or your parents have changed your patronage due to unethical practices or discourtesies.

2. Prepare a list of ways in which a sales person may be unethical in dealing with (a) customers, (b) employer, (c) his fellow employees.

3. If possible, secure a code of ethics for sales people, either a model one, or one used by a store which you know, and judge it by high ethical standards of salesmanship.

Unit XXIV. Building a Clientele

Purpose of the Unit: This unit is designed to show that loss of trade may be the result of failure in the selection or training of the personnel to meet and serve the public.

Problem Areas: Good will; the sales person's part in building good will; the sales person's following; important factors in building a clientele.

- Projects:*
1. Cite instances, without naming persons or stores, in which you have observed extreme discourtesy or poor service.
 2. What traits or acts caused those instances?
 3. How might they have been avoided?
 4. Discussion questions: (1) Where is competition most serious, in merchandise or in service? (2) Is the sales person who puts the interest of the customer ahead of the employer disloyal and does he damage his firm? (3) What would you do if you did not have the exact information asked for by the customer?

Unit XXV. Preparing to Buy

Purpose of the Unit: It is the purpose of this unit to assist pupils to learn something of those activities in retailing known as merchandising and which have to do with the selecting and purchasing of goods.

Problem Areas: Marketing through middleman; services of middleman; types of wholesalers—commission, selling agency; broker; buying convenience of goods; styling goods; market representation and group buying; hand-to-mouth buying; chief merchandise functions; merchandise functions in small stores; duties of buyer.

- Projects:*
1. Discuss the various channels of distribution with particular reference to the channels for different lines and merchandise.
 2. Interview a manager or stock keeper of a local store with reference to stock control, stock records, and model stocks.

Unit XXVI. Ordering Technique

Purpose of the Unit: The purpose of the unit is to acquaint the pupils with techniques of ordering.

Problem Areas: Preparing to order; resource cards; price and other buying motives; buying job lots; buyer's order; notations; shipping instructions; packing company, delivery point; advanced datings, discount—trading, cash; checking terms on invoices; term discount file; cancellations; common carriers; bills of lading.

- Projects:*
1. Trace an order through the various steps from the time goods have been received until they have been placed in stock. Attention should be given to the various forms used in the process.
 2. List the terms used in ordering goods.

Unit XXVII. Receiving and Marking Merchandise

Purpose of the Unit: This unit should develop situations which provide for the mastery of the duties relating to incoming goods. Many of the pupils will spend their first retailing experience in this channel.

Problem Areas: Functions of receiving department; receiving merchandise; location and layout of receiving room; enclosures; receiving record; invoice register; systems of checking merchandise; checking the order; claims and reports for damage and discrepancies; marking merchandise; information on price tickets, kinds of tickets.

- Projects:*
1. Prepare for class discussion relative to receiving goods, various methods of checking invoices, marking goods.
 2. Have pupils who may be assigned to stores for Saturday or afternoon work, report on various methods of receiving merchandise which they have observed.

Unit XXVIII. Price Mark-up, Mark-down

Purpose of the Unit: The purpose of this unit is to provide a basic working knowledge of the principles governing the pricing of goods for sale.

Problem Areas: How retail prices are set; how to figure mark-up, mark-down; their cause and control; maintaining mark-up; table for mark-up; staple vs. style; pricing in odd numbers; turnover and mark-up; ticketing for mark-up; policy towards slow-selling merchandise; when to mark-down; control and records for mark-downs.

- Projects:*
1. Make a list of factors which affect the size of the mark-up.
 2. Prepare a list showing the usual price ranges, above costs, for the common items of everyday life.

Unit XXIX. Retail Accounting and Financial Problems

Purpose of the Unit: The purpose of this unit is to illustrate the types of records used and the role which they play in business control.

Problem Areas: Control in retailing; purchase journal; invoice control; accounts payable; sales control, cash registers and sales control; audit of cash sales; cash disbursement journal; direct and indirect expenses; methods of expense distribution; proration of expenses—administrative, rental, buying, publicity, other indirect expense; insurance; operating statements; budgeting for departments, etc.

- Projects:*
1. Prepare a list of direct and indirect expenses.
 2. How are these expenses to be allocated?
 3. Interview managers of one or more stores on this subject and report how that organization handles its expense items.

Unit XXX. Wastes and Losses That Sales People Can Prevent

Purpose of the Unit: The purpose of this unit is to show the pupil that proper care in handling goods and equipment is the mark of a good workman; that a little waste on the part of one employee, multiplied by every worker in the organization, may amount to a considerable sum and materially reduce net proceeds.

Problem Areas: Economic waste; carelessness with equipment; waste of supplies; loss from measurement errors, pilfering, poor salesmanship, returned goods, improper care of merchandise; instances of returns.

- Projects:*
1. How would you care for the various kinds of equipment which you might use in a store?
 2. Name some causes for return of goods and show how these may be sources of loss.
 3. What are the effects of poor health, irregular hours, etc.

Unit XXXI. Sales People's Rewards and Privileges

Purpose of the Unit: A fifth aspect of vocational intelligence is knowledge of how salaries are paid. Added to this is need for understanding the various types of wage plans.

Problem Areas: Why salaries: type of wage plans; requirements of a good plan; straight salary; salary and commission; salary and bonus; store privileges and activities—workman's compensation, employee discounts, mutual benefit association, pension plans; group insurance; group medicine and hospital, legal aid; education aids; recreational activities.

- Projects:*
1. Interview and report on one or more of the following:
 - a. Wage plans in use
 - b. Salary schedules
 - c. Permanency of employment
 - d. Policy as to promotions
 - e. Special discounts and privileges for employees
 - f. Group benefit plan for insurance, medical care, hospitalization
 - g. Social and recreational activities

Unit XXXII. Credit and Collections

Purpose of the Unit: Herein is presented some knowledge of the more fundamental problems of credit management. This is an important aspect of store management inasmuch as 70% to 80% of all retail sales are on a credit basis and many business failures are due to over-estimation of credit.

Problem Areas: Retail vs. wholesale credit; qualifications and duties of credit manager. Basis for granting credit technique in determining rise and granting credit; file information; building store good will; authorization; coin control; signa-

ture system; telephone authorization; duties of collection manager; tact in collection; how to handle slow paying accounts; risk in installment system.

- Projects:*
1. List the advantages of credit to the customer; to the store.
 2. List qualifications and duties of a credit manager.
 3. What items would you put on a credit application blank, and why do you consider them of importance?
 4. Demonstrate the manner of making collections.
 5. Write a series of three follow-up collection letters, the second and third increasing in severity.
 6. Report on one of the various plans of credit sales—tube, telephone, or delivery.

Unit XXXIII. Advertising and Display

Purpose of the Unit: The purpose of this unit is to provide basic knowledge of the importance of display and advertising.

Problem Areas: Meaning of retail advertising; steps in the preparation of advertisement; size of advertisement; preparing the lay-out; headline; illustrations; border; printing instructions; writing the copy; media: newspapers; preferred positions; radio advertising; promotions and advertising; window displays; interior store display.

- Projects:*
1. After you have made a list of advertising media and are certain you understand the use of each, write a report on the principles governing the selection of media, or a report on attracting and guiding attention.
 2. Make a selection of advertisements of the various types and be able to tell why you consider each to be good or bad.
 3. Write copy for an advertisement to appear in a retail paper for some one kind of merchandise which will be assigned to you.
 4. Prepare the lay-out for an advertisement using three related or complementary articles.
 5. If possible, arrange to decorate a window of a local store, being certain to diagram the window in advance.



COURSE OF STUDY

FOR SECONDARY SCHOOLS

ENGLISH



DEPARTMENT OF EDUCATION

THE STATE OF COLORADO

INEZ JOHNSON LEWIS

State Superintendent of Public Instruction

DENVER

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STATE OF COLORADO
DEPARTMENT OF EDUCATION

COURSE OF STUDY

FOR

Secondary Schools English



1940

INEZ JOHNSON LEWIS
State Superintendent of Public Instruction
Denver

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THE BRADFORD-ROBINSON PTG. CO., DENVER



A.S.T.C
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In a venture of this kind, it is necessary to have individuals who will assume responsibilities under the guidance of the State Department of Education for working out plans and details. The State Directing Committee appointed for this purpose consisted of Mr. A. C. Cross, University of Colorado, Boulder; Dr. Alvin Schindler, University of Denver; Dr. William Wrinkle, Colorado State College of Education, Greeley; Dr. Earl Davies, Adams State Teachers' College, Alamosa, Chairman. At the death of Dr. Davies, August 25, 1938, Dr. Schindler was appointed chairman of the committee and assumed responsibility for the program.

The Directing Committee was ably assisted by faculty members of the institutions of higher learning in Colorado and in other states, by lay citizens, and by teachers in the public schools. The State Department, as it planned the development of the program, had the advice and counsel of directors of curriculum from many other state departments of education.

The State Department desires to recognize the very valuable service rendered by Miss Evelyn Irey, Deputy State Superintendent of Public Instruction, and Miss Rowena K. Hampshire, former Deputy State Superintendent of Public Instruction, who gave valuable assistance to the production committees and cooperated with the Directing Committee in coordinating, assembling, and editing the material.

The State Department of Education feels greatly indebted to all who have in any way contributed by word or deed to this enterprise.

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In 1937 an *Outline for a Four Year Course in High School English for the State of Colorado* was prepared for the State Department of Education by a committee serving under the direction of Miss Amanda Ellis, Associate Professor of English, Colorado College. The present course of study is based on the excellent foundation of this previous report.

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FOREWORD

The State Department of Education takes pleasure in presenting a course of study to the teachers in the secondary schools of Colorado. It is organized in a series of bulletins which are intended to supplement the elementary course of study previously issued by this Department.

The preparation of these bulletins entailed continuous, purposeful cooperative effort over a period of five years on the part of teachers, supervisors, and administrators, as well as many lay citizens interested in the welfare of education in Colorado. Classroom teachers, through their intimate knowledge of the social and economic background of the various sections of the state, presented a composite scene of the way of life in Colorado. This composite picture controlled the development of the course of study for the secondary schools so that it would be yielding and adjustable to the local situation.

The content of the bulletins was determined by committees consisting of classroom teachers, administrators, and supervisors. Committees had the counsel of experts in various fields of education. Scientific studies and surveys were used in their deliberations and served as a basis for arriving at conclusions. The instructional materials submitted by the production committees were assembled and coordinated by the state directing committee.

These bulletins are offered as tentative plans. No course of study is final. Revisions must be made as changes occur in school population, social conditions, and data from educational research.

The cooperative groups had specific fundamental objectives in mind in preparing these curriculum bulletins. Among these were:

- I. **To provide related and continuous experiences for pupils in secondary schools**

The bulletins for the high school level adhere to fundamental principles of education and are in accordance with the findings of modern scientific research. Their content emphasizes the fact that education is a continuous process although the curriculum may be organized around subjects which are allocated to grade levels. Experiences in various classes should not be

isolated from one another. Moreover, strands of experience extend from the elementary school through the secondary division.

II. To improve the general quality of instruction in high schools of the state by furnishing guides to curriculum content and organization

These guides are valuable to the extent that they stimulate the teachers' thinking as to materials, methods, scope, and direction of activities. They indicate understandings which are essential for all people in a democracy and suggest methods by which these understandings may be developed. They also indicate how the needs of the individual child and his environment may be taken into consideration and constitute the basic factors in the development of the curriculum.

It should be noted that these curriculum bulletins are not to be followed section by section or page by page. Rather, the state course of study yields to local judgments and initiative. Teachers are free to create activities which provide experiences needed by pupils in their charge. Likewise, the state course of study may be enriched and broadened so as to harmonize with the social and economic background of the local community when in the opinion of the teacher such is advisable.

III. To provide bases for the development of common understandings on the part of high school students

People live under widely different geographical influences with varied social and economic backgrounds. This makes for widespread differences in interests and experiences and creates a demand for variation in curricula. However, these differences also necessitate the development of a body of common knowledge among people which will extend from community to community and will foster a sympathetic understanding toward the problems of all. In view of the need for a "common understanding," the high school must select a body of common knowledge deserving of general approval which concerns human relationships, government, and general well being.

Organization

The curriculum in most secondary schools of Colorado is organized around subjects and departments. These bulletins recognize this condition, and their content is arranged accordingly. Nevertheless, this department definitely desires to encourage further study into the processes of correlation and integration.

Sometimes correlation of science, social studies, and other subjects provides a more meaningful series of experiences for the student. As long as the present organization of subject matter prevails, it should be remembered that any subject may be a starting point from which the teacher can lead out in many directions. The teacher should not be limited by the boundaries of the subject matter which he is teaching. He should step over into realms of subjects other than his own so that he may develop a sense of values about the total school program. By this method, he will also be able to meet the real problems of his students and so contribute to the growth of their personalities.

The School and Democracy

These publications recognize that scientific achievement has changed the world in which we live. Modern life is fundamentally unlike the frontier existence of our forefathers. They accepted a simple way of life. From a simple economy we have emerged into a complex interdependent society. Education must face these facts and the new problems which threaten our social structure.

We are at a critical period which requires the best of mind and spirit in education. In this period of transition and adjustment, it is necessary for education to re-examine and restate its principles and purposes in its efforts to maintain our democracy.

It is not the purpose to overstate the challenge or to over-emphasize the number of bewildering problems of the day. Rather our purpose is to encourage recognition of realities and at the same time to justify our faith in education as a means of a proper approach to solutions.

If the school is to serve democracy, the teacher must more than ever direct students to the best of life's enduring values and at the same time not be fearful of bringing to the fore the devastating effects of moral delinquency, crime, and the lasting consequences of poverty. The school, in order to meet its obligations,

must weigh human ills as well as human values. Also, direction should be given to activities which develop a student's awareness of his responsibilities, rights, and obligations in a democratic social order.

These bulletins recognize the invaluable guiding spirit of the teacher. Teacher-pupil contact is a daily living force which stimulates the growth of ideals and aspirations. Let us not forget that the school curriculum in itself may be dull and lifeless. It needs the personality of a teacher to make it a vital, living thing.

INEZ JOHNSON LEWIS,
State Superintendent of Public Instruction.



A CULTURED PERSON

A cultured person is: Kind, tolerant of others; open-minded; sincere; eager for new knowledge; appreciative of the arts; ready to assume a fair share of civic responsibility; self-controlled and is genuinely interested in life as a whole.

The person without culture is: Selfish; intolerant; has no interest in continued learning; assumes no civic responsibility and is likely to sneer at the arts.

HAYDN S. PEARSON.

INTRODUCTION

This bulletin was designed to provide usable materials and suggestions for teachers who are interested in guiding boys and girls to speak better, write better, listen better, read better, and think better. It has not been made to compete with or to supplant good textbooks, but rather to bolster up the courage of those teachers who feel that they may not be teaching the pupils what they should have, and to supplement the materials and methods used by the confident teacher. It may also inspire teachers to develop courses of study to meet the needs of pupils in their own schools.

The Fields Represented

In order to present suggestions on the teaching of English informally, the course of study breaks away from the straight outline form which has been used extensively by curriculum makers, and presents some of its materials by means of exposition. For example, the material on dramatics reads like the pages from a book.

Several fields are represented, namely, speech and dramatics, written composition and grammar, word study, spelling, reading and literature, radio, moving picture, library, and journalism. It will be clearly evident to every good teacher that most desirable results occur when appropriate portions of these fields are integrated. However, for the convenience of the teacher who finds this union impossible and in order to facilitate reference, each division has been treated in a section of its own.

The Philosophy

The committee has tried to present a modern philosophy of teaching and has suggested new materials and methods. At the same time it has attempted to preserve the best from the established teachings of the past. English teachers are urged to supplement this thinking by joining the National Council of Teachers of English and by reading the publications of that organization;* by reading the books and pamphlets suggested in the course of study; and by using plenty of initiative and imagination in dealing sympathetically with boys and girls.

*Broening, Angela M., *Conducting Experiences in English* (National Council of Teachers of English), D. Appleton-Century Company, New York, 1939.

English is an important and fundamental field of the curriculum. All English is communication, the basis of teaching and of curriculum making. A recitation in any class is communication in English. Teachers must realize this fact and do all in their power to stimulate the pupils to take pride in learning to read better, to write better, and to speak better.

Suggestions in the course of study are broad enough to meet the interests of all boys and girls. However, a teacher who allows the pupils to follow only their present interests may be a poor teacher. Pupils should be continually developing new interests as they are confronted with widening individual and group experiences. This course of study provides plentifully for these opportunities on every level because it is based on the position that education which meets the needs of human beings in a democracy must provide for expanding experiences.

The course of study suggests that literature be taught to develop appreciation and that composition be presented functionally. Appreciation and use both come through understanding. The best way to secure understanding is to teach a few things until they are mastered rather than to try to teach all there is in either a course of study or a textbook. This process entails drill and repetition.

This course of study suggests that all teachers without hesitation use repetition, reviews, tests, and drills whenever the need arises and wherever these things will make teaching more meaningful to their pupils. It also suggests that teachers use simple diagramming, just as an architect uses a blueprint, whenever that device will make involved language and thought clear. Everyone should realize, however, that these devices and methods should not be used for their own sake, but rather for economy of time and effort in teaching boys and girls to speak and write with ease and security. Students themselves must understand the purpose of the drill procedure.

Suggestion on the Use of the Course of Study

The committee does not mean that every teacher should follow the course of study rigidly. They may find, however, that the philosophy suggested here is workable and that some of the ideas will be helpful. The lists and outlines are merely suggestive. The committee hopes to enlarge the scope of the course of study at frequent intervals by presenting lists of new materials

for adolescents, teaching aids, and methods, and new books on English of interest to teachers. One of these helps might well be an up-to-date list of Colorado authors and their books.

To use this course of study to the best advantage, the committee suggests that teachers, early in the year, make a list of the functional centers of expression and use them in the composition course. These will concern the situations in school and in life which demand oral and written communication. It is also suggested that teachers stimulate boys and girls to make the reading of the best books a pleasurable habit. This cannot be done by expecting the pupil to read one book a year. The *habit* of reading good things comes through *much reading* of good literature. In order to see that much reading is done, the teacher should be eager to give time during the recitation hour for leisure reading.

From compromise and things half-done
Keep me, with stern and stubborn pride.
And when at last the fight is won,
God, keep me still unsatisfied.

—From "Prayer" by Louis Untermeyer.

READING AND LITERATURE

in

THE JUNIOR AND SENIOR HIGH SCHOOLS

Literature has always had an important place in the programs of American secondary schools. However, classes in which an attempt is made to improve all phases of reading are scarce, even in junior high schools. Teachers in secondary schools have too often assumed that reading skills should be developed in the elementary grades, or that they would be developed incidentally in high school classes. This assumption is not sound. Pupils do not attain their potential level of reading efficiency during the six years in elementary schools. Furthermore, many of them do not attain it incidentally in their high school classes. Teachers in all fields should recognize that the improvement of reading is as important as any other type of achievement, and they should provide appropriate instruction and practice whenever an opportunity or need arises. Many teachers in secondary schools are recognizing this fact, and many secondary schools are providing definite instruction with appropriate reading materials. The trend is an excellent one and needs to be extended.

The Major Types of Reading

There are two major types of reading; namely, work-type and recreational. Both of these take place silently and orally. These divisions may be made within the general field of reading because they are controlled by different purposes in the reader.

In silent work-type reading, pupils are reading to secure information; in oral work-type reading, they wish to convey information to others. They engage in silent recreational reading when they read for enjoyment and in oral recreational reading when they wish to share that enjoyment with others. This analysis does not imply that work-type reading precludes enjoyment or that information may not be obtained by recreational reading. It simply emphasizes the fact that reader's primary purpose varies in the two situations. Although basic reading skills are common to both fields, each makes specific demands upon the student. Consequently, instruction must definitely be given in each of these types of reading.

In addition, pupils must be trained to use appropriate methods in reading specialized materials. A student who reads historical material well, may completely fail to comprehend the explanations in a mathematics text. Drama or poetry may present insurmountable difficulties to the skillful reader of novels. Reading graphs, newspapers, and magazines present special problems deserving the attention of the skillful teachers.

SUGGESTIONS FOR WORK-TYPE READING

In the first part of this section the content pertains to work-type reading. In the latter part the suggestions pertain to literature.

The Problem of Remedial Reading

There are two misconceptions in regard to remedial reading. First, it is thought that remedial reading is only for those who are very poor readers. Second, it is thought that procedures in remedial reading are entirely different from those which are used with pupils who are making satisfactory progress.

Both of the misconceptions are detrimental. High school pupils who have made average or good progress in reading may still be below their potential level of efficiency. That is, a pupil who reads 250 words a minute with good comprehension might, with proper training, read 350 or 400 words per minute with equal accuracy. Instruction directed toward such improvement may be described as remedial reading, or it may be designated simply as instruction in reading. Pupils who read 250 words per minute need additional instruction in reading just as pupils who have completed general science need further experiences in senior high school science classes.

The second misconception is harmful in a number of ways. It develops in some teachers a feeling that activities in remedial reading should be under the direction of a specialist. It implies that the pupils who need practice in reading are dullards. It tends to stress mechanical practice with isolated lessons, rather than increased opportunity for reading interesting meaningful material on the child's level of development. Pupils who are not efficient in reading need more of the same experiences which have enabled other pupils to make progress, although in some cases it is necessary to resort to practices or procedures which might not be used with all pupils. As this point of view is developed,

reading will be taught in many classes, and only the very few extreme cases will be taught in special groups.

The Grade Placement of Reading Objectives

While it is true that certain specific objectives in reading may not be appropriate for all grades, many objectives are important in each grade. Such objectives as finding the main thought in a paragraph and using the dictionary are desirable in approximately the third grade and thereafter. The use of graphs and tables, however, would hardly be advisable in the primary grades. Pupils should continue to work on an objective until they have achieved it. New objectives should be introduced as they are needed in order for the pupil to do his best work in reading and study assignments. Certain definite objectives which are the same for every grade should be the responsibility of one central teacher. This will eliminate waste of time, inefficiency, confusion for the pupils, and the use of incorrect methods by different teachers.

When tests are used to determine the pupils most in need of additional work in reading, they should be administered early in the school year so that remedial programs may be developed at once. Special work in remedial reading should be started early so that resulting benefits may be applied in reading situations throughout the school year.

A complete discussion of reading cannot be given here. Because of this, teachers should become familiar with textbooks and accounts of research in this field.

The Responsibility of English Teachers

Although some junior high schools have provided special periods for reading instruction, there has developed an assumption that English teachers should give special instruction to pupils who read poorly. The reading of literature has been one of the major activities in English classes, and it is naturally assumed that the English teacher should be responsible for all reading instruction. They should undoubtedly be responsible for the development of recreational reading, oral recreational reading, and of oral work-type reading, but all teachers should be either responsible for or conscious of the need for instruction in the silent work-type reading necessary in their specific fields. In cases where the same techniques and methods would be used in

each field, it would be efficient and economical for one teacher, the English teacher perhaps, to be responsible. Examples of this might be the teaching of note-taking, outlining, etc. This procedure helps to eliminate confusion for pupils and adds efficiency to teaching. In many respects teachers of social science, science, etc., have distinct advantages for instruction in work-type reading, since pupils in those fields read to get information. The books which are used in those classes should be especially appropriate. One of the difficulties, however, is that many of these books are poorly written and are too difficult for the average pupil. When English teachers are responsible for all the improvement in reading, the materials used for this purpose should be related to the work in classes where reading for information is necessary. If English teachers know more about the development of reading habits than teachers in other fields, they should assume leadership in developing programs for the improvement of reading abilities. They should indirectly, through planning with the principal, help other teachers to recognize and to help clear up the reading needs of the pupils.

Outcomes and Activities for Work-Type Reading

A. Outcomes

1. Pupils should know and be able to use the method of reading which is best suited for a given purpose.
 - a. Careful reading should be used in getting exact information and in following thoughts through to their conclusions.
 - b. Rapid reading should be used whenever the purpose is primarily for recreation or to get a general impression.
 - c. The method of reading which is known as skimming should be used in searching for answers to definite questions, in gaining ideas on a subject from many books, and in finding main topics.
 - (1) Skillful use of titles, headings, sub-headings, and marginal notes is essential to this type of reading.
 - (2) Skillful use of the topic sentence, of the first and last sentences of paragraphs, of summaries, of reviews, and of directions is also essential in skimming.

2. Ability to locate information rapidly and accurately.
 - a. Ability to use the index and the table of contents.
 - b. Ability to use the dictionary.
 - c. Ability to locate specific information in maps, graphs, and pictures.
 - d. Ability to locate specific information in encyclopedias, yearbooks, magazines, and newspapers.
 - e. Ability to use library card files and the *Readers' Guide*.
3. Ability to organize, summarize, evaluate, and outline information obtained from printed sources.
 - a. Ability to select the main thought in a paragraph or selection.
 - b. Ability to select and organize information which is relevant to a specific problem.
4. Ability to comprehend rapidly and accurately.
 - a. Ability to recall definite information after a reading assignment has been completed.
 - b. Ability to follow directions.
 - c. Ability to draw conclusions by reading in relation to thought questions or problems.
5. Ability to remember what is read.
 - a. Ability to determine what should be remembered.
 - b. Ability to study important information until it may be recalled readily.
6. Ability to use work-type oral reading in audience situations.

B. Suggested pupil activities

1. Each pupil may keep charts to reveal his progress in reading speed and comprehension.
2. The pupils may use mirrors to observe the eye movements of classmates as they read.
3. The pupils may read relatively easy, interesting materials under time limitations to encourage an increase in eye span and a decrease in the period of fixation.
4. The pupils may search for definite items of information which may be located on any page of a given chapter to develop skill in skimming.

5. The pupils may skim through a chapter or a longer selection to get a general impression of the content.
6. Pupils who are very low in ability to comprehend may read carefully to find answers to direct questions and relatively simple thought questions. All pupils may read a selection to derive the conclusion or generalization which seems to be appropriate for given thought questions.
7. The pupils may read a selection carefully and then use a list of questions to check comprehension, and then re-read if the comprehension is inadequate.
8. The pupils may read to find definite statements or words which prove a given conclusion or point of view.
9. The pupils may read printed directions and carry out the indicated activities. For example, the pupils may read directions for the construction of a graph and then do the construction. Likewise, the pupils may read directions for an experiment, for writing up an experiment, or for making a map, and then act according to the directions.
10. The pupils may read or interpret graphs, charts, and maps to gain information for a specific purpose.
11. The pupils may derive the meanings for some of the more difficult words in a selection by noting the use of the word.
12. The pupils may look up the meaning of a word which is used in a paragraph or selection and decide on the meaning that best fits the word as it is used in that particular place.
13. The pupils may compare a statement which the teacher makes or a statement which is found in a given book with statements in another book to discover those which have the same ideas.
14. The pupils may express the idea of a given sentence or paragraph in their own words. The pupils may read extensively in relation to the comparatively broad or involved question, take notes, organize the notes, and draw conclusions.

15. The pupils may decide on the books which would be valuable sources of information in relation to specific questions.
16. The pupils may read questions and then decide what words they would look for in an index in order to locate pages which provide relevant information.
17. The pupils may be given a number of questions and then they may search for relevant information, and in so doing select appropriate books, use the index, and skim.
18. The pupils may develop a bibliography, including definite page citations, on a given topic, problem, or unit of work.
19. The pupils may use the dictionary as a source of definite information, not only as a source of correct spelling, correct pronunciation, and correct meaning.
20. The pupils may answer questions which require the interpretation of a map for every type of information which maps may convey.
21. The pupils may list in relation to a graph, map, or a table, statements which summarize information presented pictorially.
22. The pupils may use three or four related maps and arrive at information or conclusions for definite questions.
23. The pupils may skim hurriedly through different references to locate information dealing with a number of specific topics.
24. The pupils may read rapidly or skim with the purpose of arranging a number of titles covered in an assignment so that all sub-titles will occur under the main titles.
25. The pupils may read a chapter hurriedly to determine the problems which they should consider as they read the chapter carefully.
26. The pupils may interpret pictures or cartoons in order to answer questions which pertain to them.
27. The pupils should use the library card files or the *Readers' Guide* for specific purposes ; for example, to

locate books or magazines which give information on a particular problem.

28. The pupils may read to find the key sentence in a paragraph or to determine the main idea in a paragraph. If the pupils are very low in ability, the first exercises may be of the multiple choice type so that they need do no more than recognize the main thought.
29. The pupils may read a selection and then decide the title for an outline of the selection, the main headings of the outline, and sub-headings.
30. The pupils may take notes in relation to a problem according to a definite form which has been suggested.
31. The pupils may write sideheads for a series of paragraphs in a book which was written without them.
32. Several topics or ideas may be written on the blackboard. Each topic is numbered. The pupils may read a series of paragraphs and put beside each paragraph the number of the topic with which it is concerned.
33. Several propositions may be presented to the pupils, and the pupils may read to find authorities which agree or disagree with the propositions, or to find definite statements which support or disprove the propositions.
34. The pupils may plan with each other and with the teacher the purposes for which a given selection should be read. This type of planning should be the preliminary step in helping pupils develop ability to remember what is read.
35. After a certain selection has been read, the pupils may decide on what should be remembered about it, and then organize the ideas for the purpose of remembering them.

C. General suggestions

1. There are five major divisions of silent work-type reading which demand attention in secondary schools. First, many of the pupils need to increase

their rate of comprehension. Comprehension is fundamental in all types of reading, and it is better to speak of rate of comprehension than rate of reading, or the number of pages read per hour. Second, some pupils in high school classes are deficient in ability to locate information. Third, they need to make much improvement in evaluating the content of what they read and in selecting the information which is relevant. Fourth, additional practice in organizing information is needed. Finally, many pupils need to develop techniques which enable them to remember that which is of permanent value. The program in work-type reading should be determined by analyzing the needs of pupils in these areas. After the needs are determined, appropriate materials and exercises must be selected and developed.

2. The materials which are used in the development or improvement of abilities in work-type reading should provide pupils with valuable information. That is, they should lend purpose to the activity. Most pupils will not put forth adequate effort toward improvement if they have no motive to read other than for the improvement of reading ability. Fanciful materials which are intended as sources of entertainment and materials which lack significant content values should not be used for practice in work-type reading. Materials should neither be too difficult nor too easy; they should be challenging.
3. In so far as possible, reading activities in school should correspond to desirable reading activities of adults. In oral reading there should be an interested audience, and the reader should strive sincerely to convey information or share enjoyment. In silent recreational reading the procedures of adults who read many good books are always guided by a purpose which is vital to them. Practice in work-type reading is futile unless the pupils are guided by a genuine purpose.
4. There should be variety in the nature of the reading materials and a wide range in difficulty since pupils

differ in interests and in reading abilities. This principle does not imply that pupils should never read the same selection, but it clearly indicates that the requirements or opportunities cannot always be uniform. The interests, the abilities, and the needs of pupils are the chief factors to consider in selecting reading materials.

5. It is seldom wise to use literary materials in the teaching of work-type reading. This principle implies that English teachers who are responsible for the program in work-type reading should use books from such fields as science, mathematics, and social studies; expository prose, such as the historical and biographical materials to be found in all high school literature compilations; and newspapers and magazines.
6. In so far as possible, high school pupils should develop some understanding of the reasons for certain practice exercises and procedures. The pupils should always know the reasons for work which is required or recommended.
7. Extensive reading of interesting materials which are reasonable in difficulty constitutes one of the best methods for improving rate of comprehension because it relieves monotony, stimulates interest, and broadens the viewpoint. It is extremely necessary that these materials be *read* rather than *skipped* through. Sometimes classes in remedial reading use so much time for relatively isolated piece-meal exercises that little time remains for the normal reading activities. Reading exercises to be valuable must be carefully planned and carefully conducted.
8. Remedial reading instruction should usually be given to a relatively small group of pupils within a class. There are two major reasons for this practice. First, it is usually true that thirty or forty pupils do not all need the same practice or remedial exercises. Second, a group of thirty or forty is too large for special work in reading. Since pupils in high school classes often work in groups, two or three groups may be

working independently in various activities under the general direction of the teacher while she directs one group closely. Sometimes all the pupils may be engaged in activities for the improvement of reading, but each group will be engaged in a different and specific type of work. "Those ranging from the median down to two years below the median for their grade should have remedial instruction in groups showing similar disabilities. Pupils more than two years below the norm for their grade demand individual attention."¹

9. Tests, informational and standardized, should be used frequently. The results should be analyzed to determine whether or not the pupil is making satisfactory progress and the reasons for the difficulties which may exist. The tests should reveal information in regard to difficulties of pupils in reading materials in science, history, etc. The pupils should become thoroughly familiar with the purposes of the tests, and they should understand as far as possible the difficulties which may be revealed. They should also recognize the remedial exercises which they need.
10. Pupils who do not need definite instruction in the various abilities of work-type reading should nevertheless be given opportunity to read extensively for enrichment. Most individuals never attain their maximum in reading efficiency, and extensive reading stimulates their continuous growth.
11. The teachers may help to develop purpose in pupils who are deficient in reading abilities through informal discussions of the advantages of rapid reading. Pupils should realize the added satisfaction and pleasure which may be secured by the rapid reader, and they should also realize that he has definite advantages in school work. Discussions for this purpose should be conducted so that the pupils will arrive at the ideas. The teacher should avoid general admonitions toward greater effort.

¹*The Secondary School Curriculum and Syllabi of Subjects*, Bulletin No. A-1, Junior High School Period, p. 65, State of Minnesota, Department of Education, St. Paul, Minnesota.

12. Many high school pupils are able to understand the nature of eye movements in reading. Whenever this is true, the pupils should make a study of the nature of eye movements and through that study arrive at procedures or practices which they should apply as they read. An understanding of eye movements should help the pupils to have a better appreciation for the reading activities which may be suggested by the teacher.
13. The teachers may give the pupils worthwhile help on the reading of newspapers by carrying on discussions to reveal the methods of newswriting, the importance of headlines, the general location of different types of materials in newspapers, and the use of editorials. Some practice should be given on the analysis of propaganda. (See the *Colorado Bulletin on the Social Studies* for suggestions.) The pupils might well observe the advice of Francis Bacon when he said that people should "read not to contradict and confute, not to believe and take for granted, not to find talk and discourse, but to weigh and consider."
14. Some pupils do not know about or have access to magazines containing materials of suitable difficulty and content. Much may be accomplished by acquainting the pupils with different magazines. The following classification² of magazines provides guidance in making selections.

Easy Reading

American Boy
American Girl
Popular Mechanics
Scholastic
Popular Science

News

Current History
Life (pictorial)
News Week
Time

Home Making

American Home
Good Housekeeping
Ladies' Home Journal

General Interest

Aviation
National Geographic
Saturday Evening Post

²Cage, Mabel Vinson, *Reading in High Gear*, p. 65, Harper & Brothers, New York, N. Y., 1938.

Health	For Intelligent Adults
<i>Hygeia</i>	<i>American Mercury</i>
For Busy People	<i>Atlantic Monthly</i>
<i>Reader's Digest</i>	<i>Coronet</i>
<i>Time</i>	<i>Fortune</i>
<i>Life</i> (pictorial)	<i>Forum and Century</i>
<i>News Week</i>	<i>Harper's</i>
	<i>Scribner's</i>

SUGGESTIONS FOR LITERATURE

This section has to do with recreational reading of literature. Some procedures in literature classes are just as adaptable in senior as in junior high schools. There are, however, many differences. There will be a shift in methods and materials as the pupil advances from the juvenile stage to the mature or adult level. For example, the average junior high school pupil should, for the most part, avoid the naturalistic and realistic short story and novel, which may deal with sordid aspects of the environment, while the senior high pupil will gradually learn how to read them beneficially. As the pupil grows up socially, he becomes ready to understand the experiences which form the basis of the better types of literature with adult appeal. The materials given here are merely suggestive for the different grades. Any teacher with successful experience will realize that there are other selections which are just as appropriate for these same years. This list is given as a guide to those teachers who may need it.

All teachers should be on the alert for methods and materials which will make their teaching more efficient. Keeping a record of successful procedures, and applying tested and tried research to their own methods will go a long way in improving teaching. Teachers will find that some methods are outmoded; however, some old practices are just as good today as they were several years ago. Progressive teachers will realize also that there are many new procedures well worth trying.

The Individualization of Instruction

Individualized procedures are important in teaching reading and literature, but there must be a careful balance, according to the purpose of the course, between individual instruction and group work. Social improvement comes through group proced-

ures, but individual needs within the class must be cared for. Individual reading has much in common with reading activities outside the school. Group reading is for instructional and inspirational purposes.

The teacher of literature must be primarily concerned with procedures which lead to the enrichment of experience, the stimulation of interest, and the development of desirable reading habits on the part of her pupils. She must select methods which will encourage these results. Individualized procedures, then, are not advocated to replace group class work, but rather to supplement it with the extensive reading of materials which are selected for each pupil in terms of his abilities and interests.

An adequate supply of reading matter is the first prerequisite to a successful program in literature. The school must establish central or classroom libraries in which there will be single copies of many books. For that reason the plan is most readily established in schools which charge pupils a small library rental fee, or where the school provides these books at no expense for the pupil.

The movement toward individual reading does not mean that pupils are allowed to read what they please. The greatest responsibility of the teacher is that of guiding pupils in their selection of books. Some teachers prefer to introduce individual reading by having the pupils bring to school what they are reading or like to read at home or in the public library. They may thereby become acquainted with the interests of their pupils. Gradually they help pupils select books with similar content but of greater literary merit. The level of attainment reached by individual pupils will vary greatly. Children whose taste is limited probably make greater development as they are helped individually in the selection of books than they would, had their reading been restricted to intensive study of a classic which was beyond their understanding.

The preceding paragraph implies that teachers must know many books and understand children. Both of these requirements may be improved by experience in directing leisure reading, but teachers must read widely and be on the alert at all times to develop the necessary acquaintance with books which are suited for pupils in secondary schools. In addition, they must be constantly alert to fundamental needs and interests of their pupils.

Individual reading does not exclude class discussion. It may add something to it. Since pupils read different books, they have different points to contribute in a discussion. Of course, discussion resulting from individual reading should not be confined to book reviews.

Frequent conferences are necessary if a teacher is to determine a child's interest level or understand the problems he is meeting in his reading. Only on this basis can she intelligently guide his progress. Here she may obtain clues about problems of sufficient group interest to be included in class discussions.

Records are valuable to the director of individual reading. They reveal changes in interests, both in amount and kind of choice. They also help a teacher locate the pupils who are inclined to skip from book to book without reading enough in any to arouse a desire to continue. They should be simple enough to be kept easily and referred to efficiently.

Characteristics of the Teacher

Literature classes should aim toward developing enduring values, both aesthetic and utilitarian. They should be piloted by teachers who can combine the understanding of pupils with real knowledge and sincere love of literature in all its many phases. These teachers will lead the capable reader to explore better literature, and will open the way for all other pupils to become acquainted with those types into which they have not yet adventured. This entails reading for information and for recreation, both of which must be reading for understanding. The teacher in classwork must, then, use challenging materials, but she should try not to use those which are beyond the pupils' understanding.

Methods of Organizing the Teaching of Literature

There are many different methods and combinations of methods for organizing the activities in literature. A poor teacher may be a failure with the best method; a good one may be a success with the poorest. The method to use is the one with which the teacher knows that she can be successful. These methods may be summarized as follows: by types, chronology, theme, problem, sets of classics, experiences,¹ correlation, and integra-

¹Hatfield, W. Wilbur, Chairman, *An Experience Curriculum in English*, a report of the Curriculum Commission of the National Council of Teachers of English, D. Appleton-Century Company, New York, 1935.

tion. According to Dr. Robert C. Pooley of the University of Wisconsin, "No single plan is ideal. Good teaching has and will exist with all methods."

Suggestions included in this bulletin may imply that the committee prefers organization by types. This fact is not true. One type of organization was chosen for elaboration; that is all.

Teachers should clearly understand that each type of organization is merely an aid to securing the outcomes which are desirable. Each method, if followed too closely, may prove disastrous. If the type organization is selected, it should contribute to the children's ability to read varying types of literature independently. A short story is read with a different purpose than is a novel or an essay. New reading techniques are necessary if a child develops ability to read poetry or drama by himself with pleasure. Type organization facilitates this training; it should not encourage a minute study of literary techniques.

In all instances, the teacher must hold as her primary objective the development of a love of reading good things by each of her pupils. She must always, if she is to have success, consider the interests of each student in her group; she must allow for variation in ability, experience, training, and taste; she must secure as great a variety of material as possible; she must balance group experiences with opportunities for individuals to read by themselves; she must provide opportunities for students to understand the purposes of the course and the outcomes to be attained. So far as is possible she should provide opportunity for students themselves, in so far as they are able, to cooperate in determining these purposes and in planning the steps by which they may be attained.

A. Outcomes

The study of literature should encourage adjustment in the following areas:

1. Recreational

- a. By encouraging leisure reading, selected from materials divergent in type and subject matter
- b. By developing a growing interest in books of lasting value
- c. By developing an ability to use radio and movies for constructive purposes

2. Personal

- a. By encouraging critical and constructive thinking
- b. By stimulating creative imagination
- c. By developing high personal ideals
- d. By encouraging an accurate, meaningful statement of thoughts

3. Social

- a. By encouraging analysis and constructive reaction to life's problems
- b. By giving a better understanding of people
- c. By developing a basis for intelligent conversation about many aspects of living

4. Cultural

- a. By familiarizing students with pieces of literature known to many people
- b. By familiarizing students with leading writers

B. General suggestions for the teaching of literature

1. The teacher should read and enjoy a wide variety of good literature.
2. A heavy responsibility rests on the teacher to adapt the content and choice of literature to the varying needs of the pupil. A sympathetic attitude toward the pupil and his problems should be maintained at all times.
3. Every effort should be made by the teacher to see that the pupil broadens in his literary choices and that he chooses those materials to read which will be of the most benefit to him.
4. The teacher should be a good interpreter of literature.
5. The teacher should be able to explain convincingly the purposes underlying the studying of the various literary types.
6. Cumulative reading records of all the reading done by the student during his secondary school life should be kept by the instructor and filed in the office of the principal at the close of the year. Forms for such records are described in modern methods books.

7. Many individual conferences should occur between the pupil and the instructor before reading choices are made; therefore, it is imperative that the instructor know high school books.
8. From ten to twenty books of varying types and difficulties should be read by the pupil yearly. At least three books should be of the non-fiction type. In small schools where library facilities are limited, adjustments will need to be made.
9. The English teacher and the librarian should see that books chosen for leisure reading are appropriate to the needs, age, interest, background, and ability of the pupil. Pupil opinion should be considered when new books are being purchased.
10. Library books should be attractive and clean. A picture pasted on the cover of a book and a coat of shellac applied to the book will aid in fostering reading interests.
11. Although minimum daily reading assignments may be made in literature, each student should be encouraged to read just as rapidly as he wishes so that he may enjoy the story to the utmost.
12. In all literature the teacher should capitalize on the experiences of the students and herself.
13. Although analysis of literature is often necessary for understanding, care should be taken that its reading does not become a laborious burden through over-analysis of its parts.
14. Brief tests given frequently tend to aid understanding and to foster consistent reading. Too much testing, however, is detrimental to the building of literary tastes.
15. In the smaller high schools where declamation contests are found necessary, cuttings from the best literature may be made which are definitely superior to the "ready-made" readings sold by commercial bureaus.
16. Many reading materials should be available in the classroom at all times.

17. If possible give your classroom an attractive, stimulating atmosphere that is conducive to reading enjoyment.
18. Give pupils opportunity to express their opinions concerning reading and to express their points of view.
19. Always see that pupils understand the meaning of the title of the selection.
20. Frequently correlate literature with the work in other classes.
21. Do not spend too much time on any one piece of literature. It is difficult to understand how it is possible to enjoy a classic when it is read over a period of eight or ten weeks.
22. All oral interpretation of literature should be centered on meaning. If pupils do not read well orally, much oral work should be done so that each pupil grows in his ability to read.
23. In teaching the novel, the short story, and the drama one must not lose sight of the fact that the standards depend on whether the literature is good or bad, whether the plot holds interest, and whether the characters live and breathe.
24. Students must be given instruction in methods of reading appropriate to specific types of literature. For example, poetry and drama have different forms and are written for different purposes; therefore, they require that specialized techniques be used by the intelligent reader. Students must be assisted in acquiring these techniques.
25. After students have studied one selection or one type as a class project, they should have an opportunity to read widely in the same field on the basis of individual selection. Class time may well be provided for this activity.

C. Suggestions for teaching special types of literature

1. These activities are suggested for use in teaching the short story:
 - a. The instructor may read aloud and explain sec-

tions of the material to the class. It is sometimes better for the teacher to help the pupils through the dull parts. The teacher should be sure that the pupils get the message which the author intended to convey.

- b. Through the directed-study method the instructor should point out interesting bits of the story and answer any questions which may arise.
- c. Directed group reading and individual oral reading should be used to help clarify meanings.
- d. If students are divided into carefully directed conversational groups, they often contribute valuable ideas to each other.
- e. Pupils should compare the characters with people and experiences that they have encountered.
- f. Bring to class many books and magazines containing stories. Let the pupil explore.
- g. Compare stories in "trash" magazines with good stories.
- h. Compare clever techniques used by different authors.
- i. Let the class search for clues to the solution of a story.
- j. Let the pupil write the ending of a story which has been read to him up to a crucial point in the story.
- k. Bring pictures and objects which illustrate scenes in stories.
- l. Pupils may imagine that they are characters in the story and may write letters to one another.
- m. If feasible, pupils may write original short stories after having read many representative short stories.
- n. Secure from the United States Department of Education, Washington, D. C., or from commercial sponsors samples of radio adaptations of famous short stories.
- o. Write radio or stage adaptations for special programs or assemblies.
- p. Dramatize short scenes from stories.

2. These activities are suggested for use in the teaching of poetry:
 - a. Because poetry is a form which primarily should be read aloud, the instructor must be able to read to the class with ease, sincerity, and understanding. She should never over-dramatize her reading. By using this technique she not only gives the students pleasure, but also trains their ear to appreciate word beauty.
 - b. Students should learn to read aloud for their own and their friends' enjoyment.
 - c. Have the pupils bring to class, to read orally, samples of popular songs which they consider beautiful and others which they consider meaningless or unpleasant. Compare these songs with similar poems.
 - d. Utilize choral reading for articulation and appreciation. (Do not use this device for exhibition alone. Choral reading for exhibition should not be used unless it serves as desirable motivation.)
 - e. Discuss sounds as well as rhythms and rhyme encountered in poetry. Examples may be drawn from other fields to illustrate this discussion. Music offers many examples. Students should recognize that rhythm exists everywhere in life. Physiological rhythms, the rhythm of an athlete who plays a game in correct form, dance rhythms, etc., may serve as examples of this fact.
 - f. Lessons dealing with music and the poetic art or modern interpretations of poetry utilizing the phonograph or the radio tend to assist in the entire problem of appreciating and understanding poetry.
 - g. Bring favorite poems to class to share with others.
 - h. Study various forms of poetry beginning with the lighter forms such as humorous poetry and ballad and progressing upward to the sonnet and other types.
 - i. Show how poetry has been used by all types and ages of man to express thoughts, aspirations, and emotions.

- j. It will be interesting and worthwhile to look into the lives of some of the writers, especially if their works follow a certain theme.
- k. A poetry hunt may be used as an individual assignment. Each pupil will spend several days in the school or classroom library finding and telling about poems that he likes. Short poems may be read in class.
- l. Group memorization is an effective means of introducing memory work to the pupil because it introduces an element of competition and eliminates social fears. Place a short selection on the blackboard; have the group read it aloud and repeat it once or twice; then let the students see who can be first to memorize the selection with good interpretation. Selections may be mimeographed for the pupils.
- m. Individual memorization may follow the group method.
- n. A group poem may be developed by the whole class. The instructor suggests a topic suitable for poetic treatment; each pupil writes a line or verse in the best possible language. Then the lines are combined in such a way as to produce a sensible poem. This technique serves as an interest stimulating device previous to the writing of original poetry by members of the class.
- o. Write an original poem. Begin by showing the class how simple it is to tap out rhythms on the desk. Illustrate the various verse forms in this manner. After showing how many words rhyme or give sense impressions, talk about many of the familiar subjects suitable for poetry. When the class is ready to begin writing, see that much individual guidance is given to each student.
- p. During the entire study the student should be looking for poems which he enjoys. These may be combined in a poem book to be made by each student. This book may contain any favorite poems

of the student and as many illustrations as he desires.

- q. Special work may be presented in class by those pupils who are entering poetry contests or speech festivals.
3. These activities are suggested for the teaching of the drama:
 - a. Show the differences between plays and stories.
 - (1) Plays have characters or actors who perform the entire action of the play.
 - (2) Much of the action of the play has already transpired before the curtain goes up.
 - (3) Dialogue tells what is happening. (Students need particular help in recognizing that personality traits and problems of a character are revealed through his words.)
 - (4) Stage directions tell where the play is and what the setting looks like.
 - b. Discuss and study critically the various types of the drama which the pupil encounters: radio, cinema, and the amateur and professional stage. Both motion picture and radio may be used in the classroom to illustrate types of drama if the material available is suitable. (The ever-popular romantic radio serial may be used to show how sentimentality can be carried to a ridiculous extreme.)
 - c. Pupils enjoy hearing the teacher read plays to them if the spirit of the play is preserved and the characters faithfully interpreted.
 - d. If well planned, talks and panel discussions on lighting, costuming, characters, plot, and action are effective.
 - e. Easy one-act plays are preferable at the beginning of the study with emphasis upon excellent comedy or melodrama. Cheap plays should be avoided. Later as the understanding of the pupil increases, more difficult plays may be read, with Shakespearean plays as the culminating feature of the study.

- f. During a study of Shakespeare, interest is heightened by a quotation contest in which each pupil sees how many famous quotations he can find. To add a greater element of interest, a simple prize may be given to the winner.
 - g. Pupils enjoy casting their favorite motion picture or radio stars in Shakespearean roles. Such an activity aids in the understanding of characters.
 - h. Dramatizations may be attempted, but the instructor should see that the play has been read carefully beforehand by those reading orally. Discourage "mouthing of lines."
 - i. Group reading is as effective with drama as with poetry. Especially if classes are large, girls may read in unison the lines of female characters and the boys the lines of male characters. Such a device is especially beneficial for the timid student who dislikes appearing before the class.
 - j. Drama is a good medium for illustrating types of conversation. Lessons in conversation may be built around bits of dialogue selected from various plays.
 - k. Visual education should be stressed in a study of drama. Miniature stages may be made with small dolls dressed as the players. Puppets may be made. Bulletin boards may show characters, costumes, scenes in the play. Motion pictures in the theater and in the classroom should be utilized. *(These additional projects should not be substituted for the actual reading of the play, nor should they be allowed to consume too much class time.)*
4. These activities are suggested for use in teaching the novel:
- a. Preparing the pupil for the reading of the novel is probably the most important single step in the teaching of this literary form. The setting should be carefully explained and illustrated so that the pupil can readily visualize the scene of the story. Many pictures on the bulletin board, or a motion picture, aid in bringing to the pupil a clear concep-

tion of the story. Many comparisons with the local scene should be made.

- b. Class reading of a novel must not be a long, drawn-out procedure. Careful work must be done with the realistic novel in the senior high school.
 - c. Brief tests given frequently on specific developments in the story serve to aid understanding and to stimulate consistent reading. Such tests should be given for teaching purposes rather than for grading.
 - d. Scenes may be dramatized which best illustrate outstanding features of the story.
 - e. References to the life of the period of the story should be compared with life of today.
 - f. Motion picture actors in whom the students are interested may be cast as characters in the novel.
 - g. Pupils may make a newspaper consisting of materials found in the novel. News stories might tell of the most exciting events; a society column might describe the social affairs and the dress of the period; an editorial column could take into consideration some of the opposing viewpoints of the time. Through this device the novel surprisingly "comes to life."
 - h. Gifted students may undertake fascinating projects for extra work. Drawings, models, news articles, readings, and dramatizations are only a few usable projects. *Such activities, however, should not be allowed to detract from the main purposes of the study.*
5. These activities are suggested for use in the teaching of folk tales and myths:
- a. Study the Greek beliefs in gods and goddesses as an introduction to mythology.
 - b. Greek and Roman myths may form the basis for later work with *Beowulf*, *The Song of Roland*, and other similar works.
 - c. Social backgrounds should be stressed before the student begins reading such selections as *King Arthur*, *Robin Hood*, or *Rip Van Winkle*.

- d. Modern references in reading and radio to old mythology should be discovered and pointed out to the students.
 - e. Mythology scrap books and models of shields, spears, people, games, and dwellings add interest.
 - f. A modern myth might be created by the group method similar to that used in poetry.
6. These activities are suggested for use in the teaching of biography, autobiography, and non-fiction:
- a. Brief oral or written compositions on the personal life experiences of the pupils may serve as an introduction to the study of the lives of famous people.
 - b. Distinctly successful or unsuccessful experiences of a person described in a biography should be used to demonstrate patterns of living for the pupil himself.
 - c. The essay is most successfully introduced by the teacher's reading of a humorous dissertation to the class and then encouraging the group to write humorous bits of personal opinion on many subjects.
 - d. Carefully chosen editorials from newspapers and magazines are effective in teaching the essay by showing that the essay is a modern, growing type of literature.
 - e. Travel, vocational and recreational literature are sure to be interesting to all members of the group. Pupils should be shown new fields to explore and new interests to develop.
 - f. Many of the more acceptable magazines should be utilized.
 - g. Panel discussions, interviews, radio talks, and talks by people from outside the classroom are successful oral activities for use with non-fiction materials.
 - h. Biographical or character sketches of favorite book and story characters may be incorporated into a book. The pupils take great interest in such a

project when they realize that it is to be used by other students.

- i. Some pupils enjoy writing their own autobiographies.
7. These activities are suggested for use in the guiding of leisure reading :
- a. Colorful, interesting books should be on display at all times in the school library and in the classroom so that the student may obtain suggestions for reading.
 - b. Pupils should review books in many different ways with emphasis on original thinking. At one time they may "sell" the class a book by means of a cleverly prepared talk which emphasizes the fascinating features of a book. This talk should not present an entire synopsis of the story. Other means of reviewing are the discussion, the dramatization, and the article or essay. It is not necessary to tell about all of the features of a book when reviewing it. Reviews may be limited to characters, theme, setting, philosophy, or relationship to modern life. Pupils should evaluate the novel as well as discuss its story.
 - c. A book club having a definite organization, with regular meetings, provides a fitting atmosphere for book reviews.
 - d. Many interesting and informal book reviews with vivid illustrations should be presented to the class by the instructor.
 - e. Small high schools with inadequate libraries may use many techniques for increasing their number of books. Carnivals, plays, sales, and solicitations are often effective in providing the means for developing libraries.
 - f. Originally written book columns in the school paper and clever assembly programs aid materially in increasing interest in good books. These activities stimulate interest in writing as well.
 - g. Record should be kept of all reading.

- h. Pupils may wish to read books in preparation for seeing motion pictures of them.
- 8. These activities are suggested for correlating literature with other subjects:

- a. A unit in etiquette (guidance)

Such a unit combines the reading of letters, dialogues, and selections from fiction and non-fiction with the dramatization of actual life situations and the discussion of problems of modern social living.

- b. A radio unit

Reading and adaptation of literary masterpieces for radio use in the classroom or on the air; comparison of radio programs and the literature upon which they are based; and the evaluation of radio speaking, humor, and drama are only a few of the activities possible in this unit.

- c. A motion picture unit

Correlation of the motion picture with a study of a short story, novel, or drama, and comparisons of the techniques used by the author and the director in presenting characters, plot, action, and philosophy are two interesting methods. Classroom motion pictures may be used, or arrangements may be made with a local theater manager for presenting a special showing of the desired motion pictures. Schools which are so equipped may film a short creative dramatization of the literature studied.

- d. A unit on vocations

Background literature showing the various occupations of people may be used as a basis for individual studies in vocation. Research in non-fiction fields, finding vocational inferences in classical literature, informal talks, panel discussions, interviews with experts in the many occupations, and a written vocational report are only a few of the activities which can be used to very good advantage. This type of unit is particularly success-

ful in small high schools having no other vocational guidance course.

e. A unit in the literature of Colorado

The works of local authors and the conditions underlying the writing of these works form an integrated unit in literature and social science which gives the pupil a better understanding of his state and its people. Particularly effective are talks given to the student body by real authors.

E. Materials

1. Suggested material for seventh grade literature

a. Short stories

Derieux, Samuel A.	"The Blind Setter"
Irving, Washington	"Rip Van Winkle"
Irving, Washington	"Legend of Sleepy Hollow"
Lamb, Charles & Mary	"The Tempest"
Twain, Mark	"How Tom Sawyer Whitewashed the Fence"
Wiggin, Kate Douglass	"The Birds' Christmas Carol"
Wordsworth, Wallace	"Paul Bunyan and the Blue Ox"

b. Long narrative poems

Longfellow, Henry W.	"Miles Standish"
Longfellow, Henry W.	"Hiawatha"
McCauley, Thomas W.	"Horatius at the Bridge"

c. Short poems

Browning, Robert	"Pied Piper of Hamelin"
Browning, Robert	"The Year's at the Spring"
Bryant, William C.	"Robert of Lincoln"
Bryant, William C.	"Modern Hiawatha"
Cowper, William	"The Diverting History of John Gilpin"
Davies, Mary C.	"The Fishing Pole"
Fletcher, John Gould	"The Skaters"
Garland, Hamlin	"Do You Fear the Wind?"

Guiterman, Arthur	"A Boy and a Pup"
Holland, Rupert W.	"Jack in the Pulpit"
Holmes, Oliver W.	"Grandmother's Story of the Battle of Bunker Hill"
Holmes, Oliver W.	"How the Old Horse Won the Bet"
Key, Francis Scott	"The Star Spangled Banner"
Kilmer, Joyce	"The House with Nobody in It"
le Gallienne, Richard	"I Meant to Do My Work Today"
Lomax, John	"The Cowboy's Life"
Longfellow, Henry W.	"Paul Revere's Ride"
Lowell, James R.	"Yussouf"
Richards, Laura P.	"Jippy and Jimmy"
Thaxter, Celia	"The Sandpiper"
Turner, Nancy Byrd	"Snow Light"
van Dyke, Henry	"America for Me"
van Dyke, Henry	"Salute to the Trees,"
van Dyke, Henry	"Maryland Yellow Throat"
Whittier, John G.	"Barbara Frietchie"
Whittier, John G.	"The Barefoot Boy"
Wordsworth, William	"The Daffodils"
d. Essays	
Collins, Francis Arnold	"Building a Skyscraper"
Hagedorn, Herman	"You Are the Hope of the World"
Mills, Enos A.	"Coasting Off the Roof of the World"
e. Biography	
Custer, Elizabeth	"Boots and Saddles"
Greene, Fitzhugh	"Dragon Hunters in the Gobi Desert"
Muir, John	"Clocks and Wagon-wheels"
Willoughby, Barrett	"Marooned"
Yezierska, Anzia	"How I Found America"

f. Book length adventure

Twain, Mark	<i>Adventures of Tom Sawyer</i>
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g. Guided leisure reading

1. Longer works of fiction

Alcott, Louisa M.	<i>Little Men</i>
Alcott, Louisa M.	<i>Little Women</i>
Dodge, Mary M.	<i>Hans Brinker</i>
Fisher, Dorothy C.	<i>Understood Betsy</i>
Haskell, Helen E.	<i>Katrinka</i>
Mukerji, Dhan G.	<i>Gay Neck</i>
Rice, Alice H.	<i>Mrs. Wiggs of the Cabbage Patch</i>
Salten, Felix	<i>Bambi</i>
Sidney, Margaret	<i>Five Little Peppers and How They Grew</i>
Spyri, Johanna	<i>Heidi</i>
Tarkington, Booth	<i>Penrod</i>
Travers, Pamela	<i>Mary Poppins</i>
Wiggin, Kate D.	<i>Rebecca of Sunnybrook Farm</i>

2. Short stories

Brink, Carol R.	<i>Best Short Stories for Boys and Girls</i>
de la Ramee, Louise	<i>Dog of Flanders</i>

3. Fables, folktales, myths, and legends

Coit, Dorothy	<i>Ivory Throne of Persia</i>
Harris, Joel Chandler	<i>Nights with Uncle Remus</i>
McLeod, Mary	<i>Book of King Arthur and His Noble Knights</i>
Pyle, Howard	<i>The Merry Adventures of Robin Hood</i>

4. Adventure

Nusbaum, Deric	<i>Deric in Mesa Verde</i>
Peary, Marie A.	<i>A Snow baby's Own Story</i>

5. Animals

- | | |
|-------------------|--------------------------------|
| Mannix, Daniel P. | <i>Back Yard Zoo</i> |
| Nonidez, Jose F. | <i>Fuzzy and His Neighbors</i> |
| Seton, Ernest T. | <i>Biography of a Grizzly</i> |

6. Aviation

See suggestions for ninth grade

7. Biography

- | | |
|-------------------------------------|---|
| Sandburg, Carl | <i>Abe Lincoln Grows Up</i> |
| Wheeler, Opal and
Deucher, Sybil | <i>Sebastian Bach, Boy
from Thuringia</i> |

2. Suggested material for eighth year literature

a. Short stories

- | | |
|-------------------|----------------------------------|
| Dickens, Charles | "The Christmas Carol" |
| Grenfell, William | "Adrift on an Icepan" |
| Hale, Edward E. | "The Man Without a
Country" |
| Henry, O. | "Ransom of Red Chief" |
| Kipling, Rudyard | "Moti Guj, Mutineer" |
| Seton, Ernest T. | "Coaly Bay, the Outlaw
Horse" |
| White, Stewart E. | "The River-man" |

b. Long narrative poems

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|----------------------|--------------|
| Longfellow, Henry W. | "Evangeline" |
| Whittier, John G. | "Snowbound" |

c. Shorter poems

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|---------------------|--|
| Bennett, Henry H. | "The Flag Goes by" |
| Browning, Robert | "How They Brought the
Good News from Ghent
to Aix" |
| Carman, Bliss | "The Vagabond Song" |
| Carman, Bliss | "Trees" |
| Garrison, Theodosia | "The Gypsying" |
| Guiterman, Arthur | "Oregon Trail" |
| Hogg, James | "A Boy's Song" |
| Holmes, Oliver W. | "Deacon's Masterpiece" |
| Kilmer, Joyce | "Trees" |

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|--------------------------|---|
| Lomax, John | "The Cowboy's Dream" |
| Longfellow, Henry W. | "Leap of Roushan Beg" |
| Lowell, James R. | "A Day in June" |
| Sarrett, Lew | "Blacktail Deer" |
| Scott, Sir Walter | "Lochinvar" |
| Thayer, Ernest | "Casey at the Bat" |
| Trowbridge, John T. | "Darius Green and His Flying Machine" |
| Turner, Nancy B. | "Who Loves His Country" |
| van Dyke, Henry | "America for Me" |
| d. Essays | |
| Alexander, Charles | "As a Dog Should" |
| Hubbard, Elbert | "A Message to Garcia" |
| Lincoln, Abraham | "Gettysburg Address" |
| Warner, Charles Dudley | "How I Killed a Bear" |
| e. Biography | |
| (All or selections from) | |
| Aldrich, Thomas Bailey | <i>Story of a Bad Boy</i> |
| Cody, William | <i>Life of Buffalo Bill</i> |
| Garland, Hamlin | <i>Son of the Middle Border</i> |
| Hagedorn, Hermann | <i>Boys' Life of Theodore Roosevelt</i> |
| Keller, Helen | <i>Story of My Life</i> |
| Lewis, Elizabeth Foreman | <i>Young Fu of the Upper Yangtze</i> |
| Lewis, Elizabeth Foreman | <i>Ho-ming, Girl of New China</i> |
| Linderman, Frank | "Eighty Snows Ago" |
| Nocolay, Helen | <i>Boys' Life of Lincoln</i> |
| van Brown, Demetra | "Child of the Orient" |
| White, Stewart E. | <i>Daniel Boone</i> |
| f. Plays | |
| Coppee, Francois | "Violin Maker of Cremona" |
| Sanders, Louise | "Knave of Hearts" |
| Sanders, Rachael | "Patch-work Quilt" |
| Shakespeare, William | "Mid-summer Night's Dream" |

g. Book length adventure

Stevenson, Robert L. *Treasure Island*

h. Guided leisure reading

1. Longer works of fiction

Abbott, Jane	<i>Row of Stars</i>
Bowman, James	<i>Pecos Bill</i>
Brink, Carol R.	<i>Caddie Woodlawn</i>
Bunn, Harriet	<i>Trailer Tracks</i>
Calhoun, William	<i>Scarlet Riders</i>
Coryell, Hubert	<i>Indian Brother</i>
James, Will	<i>Smoky</i>
James, Will	<i>Scorpion</i>
Kaler, James O.	<i>Toby Tyler</i>
Means, Florence	<i>Penny for Luck</i>
Montgomery, Ruth- erford	<i>Carcajou</i>
O'Brien, James S.	<i>Silver Chief</i>
O'Brien, James S.	<i>Valiant, Dog of the Tim- berline</i>
Schultz, James	<i>With the Indians in the Rockies</i>
Skelton, Charles	<i>Riding West on the Pony Express</i>

2. Short stories

Lamb, Charles and Mary	<i>Tales from Shakespeare</i>
Pyle, Howard	<i>Book of Pirates</i>
Seton, Ernest T.	<i>Wild Animals I Have Known</i>

3. Fables, folktales, myths, and legends

Baldwin, James	<i>Story of Siegfried</i>
Baldwin, James	<i>Story of Roland</i>
Colum, Padriac	<i>Children of Odin</i>
Gibson, Katherine	<i>Golden Bird</i>
Hawthorne, Na- thaniel	<i>Wonder Book</i>

4. Adventure

Anderson, Lis	<i>Lis Sails the Atlantic</i>
Peck, Anne M.	<i>Story-book Europe</i>

5. Animals

Chapman, Wendell
and Louise
Miller, Joaquin

Beaver Pioneers
True Bear Stories

6. Aviation

See suggestions for ninth grade

7. Biography

Barnum, P. T.
Garland, Hamlin
James, Will
Keith, Harold

Here Comes Barnum
Boy Life on the Prairie
Lone Cowboy
Boys' Life of Will Rogers
Girl in White Armor
Daniel Boone, Wilderness Scout

Paine, Albert B.
White, Stewart E.

3. Suggested material for ninth year literature

a. Short stories

Davis, Richard H.
Freeman, Mary Wilkins
Hawthorne, Nathaniel
Henry, O.
Marshall, Edwin

"Gallegher"
"Revolt of Mother"
"Great Stone Face"
"Gift of the Magi"
"The Elephant Remembers"
"Freshman Fullback"
"The Gold Bug"
"The Lady or the Tiger"
"Celebrated Jumping Frog"

b. Long narrative poems

Coleridge, Samuel

Scott, Walter

"The Rime of the Ancient Mariner"
"Lady of the Lake"

c. Shorter poems

Bryant, William C.
Daly, Thomas
Foss, Sam W.

"To a Waterfowl"
"Two 'Merica Men"
"House by the Side of the Road"
"Stopping by Woods on a Snowy Evening"

Frost, Robert

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| Kipling, Rudyard | "Gunga Din" |
| Kipling, Rudyard | "The Ballad of East and West" |
| Kipling, Rudyard | "Recessional" |
| Lanier, Sidney | "Song of the Chattahoochee" |
| Lindsay, Vachel | "Abraham Lincoln Walks at Midnight" |
| Longfellow, Henry W. | "Skeleton in Armor" |
| Masefield, John | "Sea Fever" |
| McCrae, John | "In Flanders Field" |
| Teasdale, Sarah | "The Coin" |
| Untermeyer, Louis | "Prayer for This House" |
| Whitman, Walt | "Oh, Captain, My Captain" |
| Whitman, Walt | "Pioneers, Oh, Pioneers" |
| d. Essays | |
| Brooks, Charles S. | "At a Toy Shop Window" |
| Grayson, David | "Argument With a Millionaire" |
| Jerome, Jerome K. | "Uncle Podger Hangs a Picture" |
| Lamb, Charles | "Dissertation on Roast Pig" |
| Leacock, Stephen | "The Dentist and the Gas" |
| Morley, Christopher | "The Century" |
| Page, Thos. N. | "Christmas in the Old South" |
| Poole, Ernest | "Cowboys of the Skies" |
| e. Biography | |
| (All or selections from) | |
| Bok, Edward | <i>A Dutch Boy Fifty Years After</i> |
| Damrosch, Walter | "My Musical Life" |
| de Kruif, Paul | <i>Microbe Hunters</i> |
| Fabre, Jean | "My Cats" |
| Finger, Charles | "Into Unknown Africa" |

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| Hammon, J. W. | <i>Magician of Science — Steinmetz</i> |
| Lindbergh, Charles | <i>We</i> |
| Looker, Early | <i>White House Gang</i> |
| Romer, Ralph A. and Margaret | <i>Sky Travel (Wright Brothers)</i> |
| Russell, Phillip | "Man of Action" |
| Sugimoto, Etsu I. | <i>A Daughter of the Samurai</i> |
| Thomas, Lowell | "Modern Buckaneers" |
| Washington, Booker T. | <i>Up from Slavery</i> |
| Woodward, Helen | "Through Many Windows" |
- f. Plays
- | | |
|----------------------------|----------------------------|
| Fitch, Clyde | "Nathan Hale" |
| Gregory, Lady | "Spreading the News" |
| Monkhouse, Allan N. | "The Grand Cham's Diamond" |
| Peabody, Josephine Preston | "The Piper" |
| Pillot, Eugene | "Two Crooks and a Lady" |
| Shakespeare, William | "Julius Ceasar" |
- g. Book length adventure
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|------------------|--|
| Dickens, Charles | <i>David Copperfield</i> |
| Kipling, Rudyard | "Captains Courageous" |
| Twain, Mark | <i>A Connecticut Yankee in King Arthur's Court</i> |
- h. Guided leisure reading
1. Longer works of fiction
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| Atkinson, Eleanor | <i>Greyfriars' Bobby</i> |
| Bier, Howard | <i>Waterfront Beat</i> |
| Bugbee, Emma | <i>Peggy Covers the News</i> |
| Gale, Elizabeth | <i>Katrina van Ost and the Silver Rose</i> |
| Gray, Elizabeth J. | <i>Meggy McIntosh</i> |
| Grey, Katherine | <i>Rolling Wheels</i> |
| Hawes, Charles | <i>Dark Frigate</i> |

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| Hawthorne, Hilde-
grade | <i>On the Golden Trail</i> |
| Hess, Fjeril | <i>Buckaroo</i> |
| London, Jack | <i>Call of the Wild</i> |
| Medary, Marjorie | <i>College in Crinoline</i> |
| Montgomery, Lucy | <i>Anne of Green Gables</i> |
| Pease, Howard | <i>Foghorns</i> |
| Sawyer, Ruth | <i>Roller Skates</i> |
| Seredy, Kate | <i>The White Stag</i> |
| Shannon, Monica | <i>Dobry</i> |
| Singmaster, Elsie | <i>You Make Your Own
Luck</i> |
| Sperry, Armstrong | <i>All Sail Set</i> |
| Twain, Mark | <i>Prince and the Pauper</i> |
| Webster, Jean | <i>When P a t t y Went to
College</i> |
| Yeager, Dorr | <i>Bob Flame, Ranger</i> |
| 2. Short stories | |
| Andrews, Mary S. | <i>Perfect Tribute</i> |
| Hawthorne, Na-
thaniel | <i>Twice Told Tales</i> |
| Haycraft, Howard,
editor | <i>Boys' Book of Great De-
detective Stories</i> |
| Herzberg, Max | <i>Stories of Adventure</i> |
| James, Will | <i>Cow Country</i> |
| Page, Thos. Nelson | <i>In Ole Virginia</i> |
| Persky, R. J. | <i>Adventures in Sport</i> |
| Scholz, Jackson | <i>Split Seconds</i> |
| 3. Fables, folktales, myths, and legends | |
| Aesop's Fables | |
| Church, Alfred J. | <i>Odyssey for Boys and
Girls</i> |
| Church, Alfred J. | <i>Iliad for Boys and Girls</i> |
| Darton, Frederick J. | <i>Wonder Book of Old Ro-
mance</i> |
| Sherwood, Merriam | <i>The Cid</i> |
| 4. Adventure | |
| Franck, Harry A. | <i>Working My Way
Around the World</i> |

Lindbergh, Anne M.	<i>North to the Orient</i>
Owen, Ruth Bryan	<i>Denmark Caravan</i>
Peck, Anne M.	<i>Young Mexico</i>
Verne, Jules	<i>Twenty Thousand Leagues Under the Sea</i>

5. Animals

Buck, Frank, An- thony & Edward Mills, Enos	<i>Bring 'Em Back Alive Watched by Wild Ani- mals</i>
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6. Aviation

Allen, Carl B., and Lyman, Lauren D.	<i>Wonderbook of the Air</i>
Boff, Charles	<i>Boys' Book of Flying</i>
Driggs, Laurence	<i>Heroes of Aviation</i>
Floherly, John	<i>'Board the Airliner</i>
Jordanoff, Assen	<i>Your Wings</i>
Lindbergh, Charles	<i>We</i>

7. Biography

Hawthorne, Hilde- grade	<i>The Romantic Rebel</i>
Isley, Bliss	<i>Sunbonnet Days</i>
Keller, Helen	<i>Story of My Life</i>
Meigs, Cornelia	<i>Invincible Louisa</i>
Thomas, Lowell	<i>Count Luckner, the Sea Devil</i>

4. Suggested material for tenth year literature

a. Narrative poems

Arnold, Matthew	"Sohrab and Rustum"
Byron, Lord	"Prisoner of Chillon"
Kipling, Rudyard	"Danny Deeever"
Lindsay, Vachel	"The Santa Fe Trail"
Masefield, John	"A Ballad of John Silver"
Noyes, Alfred	"The Highwayman"
Tennyson, Alfred	"Enoch Arden" and any of the "Idylls of the King" which will be of interest

Others from numerous collections

b. Lyrics

	"Short'nin' Bread" (Negro song)
	"Frog Went a-Courtin'" (Southern mountain song)
Burns, Robert	"I Love My Jean," "Afton Water"
Carroll, Lewis	"Jabberwocky"
Daly, Thos. Augustine	"To a Rich Man," "Mia Carlota"
Frost, Robert	"The Mending Wall," "The Cow in Apple Time"
Hodgson, Ralph	"Stupidity Street"
Housman, A. E.	"When I Was One and Twenty," "When I Was in Love"
King, Stoddard	"Jazz Interlude," "The Cat"
Kipling, Rudyard	"The Return," "Fuzzy-Wuzzy"
Lanier, Sidney	"The Mockingbird"
Longfellow, Henry W.	"My Lost Youth," "The Day Is Done"
Masefield, John	"Tewkesbury Road," "A Wanderer's Song"
Millay, Edna St. Vincent	"Travel," "God's World"
Noyes, Alfred	"The Barrel Organ"
Robinson, Edwin A.	"Cliff Klingenhagen"
Sarett, Lew	"Four Little Foxes"
Stevenson, Robert L.	"The Vagabond"
Teasdale, Sara	"Stars," "Leaves"
Untermeyer, Louis	"Caliban in the Coal Mines"
Widdemer, Margaret	"Factories"
Wordsworth, William	"Three Years She Grew in Sun and Shower," "The Daffodils"
Yeats, William Butler	"The Fiddler of Dooney"

c. Short story

Daudet, Alphonse	"The Last Lesson"
Davis, Richard Harding	"The Deserter"
Harrison, William S.	"Miss Hinch"
Hawthorne, Nathaniel	"Dr. Heidegger's Experiment"
Kipling, Rudyard	"Only a Subaltern"
Perry, Lawrence	"Barbed Wire"
Poe, Edgar Allen	"The Tell-tale Heart"
Porter, William Signey	"A Blackjack Bargainer," "Shoes"
Post, Melville Davisson	"The Doomdorf Mystery"
Stockton, Frank R.	"The Lady or the Tiger"

d. Novel (for group work)

Eliot, George	<i>Silas Marner</i>
Or any novel of good quality suitable for tenth grade reading	

e. Essay

Adams, James Truslow	"The American Dream"
Allen, Frederick Lewis	"Sleeping Outdoors"
Beebe, William	"With Helmet and Hose"
Chesterson, Gilbert K.	"On Running After One's Hat"
Hagedorn, Herman	"Socrates"
Morley, Christopher	"On Unanswering Letters"
Repplier, Agnes	"A Kitten"

f. Biography

Gilbert, Ariadne	"Louis Pasteur, Life-Saver"
Halliburton, Richard	"I Swam the Hellespont"
Others from many sources	

g. Drama

Chekhov, Anton	"The Boor"
Drinkwater, John	"Abraham Lincoln"
Dunsany, Lord	"A Night at an Inn"
Hawkrige, Winifred	"The Florist Shop"

Milne, A. A.	"Ivory Door"
Tarkington, Booth	"The Trysting Place"
A Shakespearean play if the class would enjoy it	

- h. Guided leisure reading. (The student should read from ten to twenty books for the year, three of which should be non-fiction.)

Adams, Katherine	<i>Red Caps and Lilies</i>
Aldrich, Bess Streeter	<i>Lantern in Her Hand</i>
Altsheler, Joseph	<i>Horsemen of the Plains</i>
Bachelor, Irving	<i>A Boy for the Ages</i>
Bagnold, Enid	<i>National Velvet</i>
Blackmore, Richard D.	<i>Lorna Doone</i>
Boyd, James	<i>Drums</i>
Buchan, John	<i>Prester John</i>
Churchill, Winston	<i>The Crisis</i>
Clemens, Samuel	<i>A Connecticut Yankee in King Arthur's Court</i>
Davison, Frank D.	<i>Red Heifer</i>
Dickens, Charles	<i>Old Curiosity Shop</i>
Doyle, Arthur Conan	<i>Adventures of Sherlock Holmes</i>
Dumas, Alexander	<i>The Three Musketeers</i>
Eadie, Thomas	<i>I Like Diving</i>
Earhart, Amelia	<i>Last Flight</i>
Ellsberg, Edward	<i>On the Bottom</i>
Ferber, Edna	<i>Cimarron</i>
Field, Eugene	<i>Poems</i>
Finger, Charles J.	<i>Tales Worth Telling</i>
Garland, Hamlin	<i>Trail Makers of the Middle Border</i>
Grenfell, Sir Wilfred	<i>Tales of the Labrador</i>
Hawthorne, Nathaniel	<i>Tales of the White Hills</i>
Hobart, Alice Tisdale	<i>Oil for the Lamps of China</i>
Hough, Emerson	<i>Covered Wagon</i>
James, Will	<i>Smoky, the Cow Horse</i>
Johnson, Burges	<i>You're Another</i>
Keller, Helen	<i>Story of My Life</i>
Kingsley, Charles	<i>Westward Ho!</i>
Kipling, Rudyard	<i>Captains Courageous</i>

Leacock, Stephen	<i>Literary Lapses</i>
Lincoln, Joseph	<i>Cap'n Eri</i>
London, Jack	<i>Call of the Wild</i>
Raspe, R. E.	<i>Tales from the Travels of Baron Munchausen</i>
Sabatini, Rafael	<i>Captain Blood</i>
Smith, Kate	<i>Living in a Great Big Way</i>
Snedecker, Caroline	<i>The Beckoning Road</i>
Stevenson, Robert Louis	<i>Kidnapped</i>
Sublette, C.	<i>The Scarlet Cockerel</i>
Tarkington, Booth	<i>Seventeen</i>
Terhune, Albert P.	<i>Terhune Omnibus</i>
Thomas, Charles Swain	<i>The Atlantic Book of Junior Plays</i>
Verne, Jules	<i>Mysterious Island</i>
Wells, Carolyn	<i>A Book of Humorous Verse</i>
Wren, Percival	<i>Beau Geste</i>

Plays: Note—This list is merely suggestive. For further materials refer to *Leisure Reading* (A Booklist for Grades Seven, Eight, and Nine), and *Books for Home Reading* (A Booklist for High Schools). Both booklets may be obtained through The National Council of Teachers of English, 211 West Sixty-eighth Street, Chicago, Illinois. The cost is twenty cents each.

5. Suggested material for eleventh year literature.

a. Poetry

Benet, Stephen Vincent	"The Ballad of William Sycamore"
Carman, Bliss	"A Vagabond Song"
Dickinson, Emily	"I'm Nobody! Who Are You?"
Field, Eugene	"Seein' Things"
Freneau, Philip	"The Indian Burying Ground"
Frost, Robert	"Birches," "The Pasture"

Holmes, Oliver Wendell	"Old Ironsides," "My Aunt"
Hovey, Richard	"The Sea Gypsy"
Lanier, Sidney	"The Marshes of Glynn"
Lindsay, Vachel	"Abraham Lincoln Walks at Midnight," "The Congo"
Longfellow, Henry W.	"A Psalm of Life," "The Builders"
Lowell, James Russell	"The Courtin'," "The Vision of Sir Launfal"
Markham, Edwin	"The Man with the Hoe"
Miller, Joaquin	"Columbus"
Payne, John Howard	"Home, Sweet Home"
Poe, Edgar Allen	"The Bells," "The Raven," "Annabel Lee"
Sandburg, Carl	"Chicago"
Seegar, Alan	"I Have a Rendezvous with Death"
Sill, Edward Rowland	"The Fool's Prayer"
Teasdale, Sara	"Barter"
Thoreau, Henry David	"The Fisher's Boy"
Untermeyer, Louis	"To a Telegraph Pole"
Whitman, Walt	"I Hear America Singing," "Beat! Beat! Drums"
Whittier, John G.	"Skipper Ireson's Ride"
Wylie, Elinor	"Escape"
Selections from the Bible and numerous anthologies	
b. Short story	
Harte, Bret	"The Outcasts of Poker Flat"
Henry, O.	"A Municipal Report," "The Third Ingredient"
Irving, Washington	"The Devil and Tom Walker"
Lardner, Ring W.	"There Are Smiles"
London, Jack	"To Build a Fire"
Poe, Edgar Allen	"The Cask of Amontillado"

Steele, Wilbur Daniel "Footfalls"
 Stockton, Frank R. "The Widow's Cruise"
 Stories from acceptable magazines

c. Novel

Boyd, James *Drums*
 Crane, Stephen *The Red Badge of Cour-
 age*
 Wharton, Edith *Ethan Frome* (novelette)
 Wister, Owen *The Virginian*
 Others—See list for guided leisure reading

d. Biography (choose excerpts from these and others)

Bradford, Gamaliel *Wives*
 Clemens, Samuel *Mark Twain's Autobiog-
 raphy*
 Franklin, Benjamin *Autobiography*
 Steffens, Lincoln *Autobiography or B o y
 on Horseback*
 Werner, M. R. *Barnum*

e. Essay

Beebe, William "Almost Island"
 Benchley, Robert "Sporting Life in Amer-
 ica: Dozing"
 Cobb, Irvin "Long Pants"
 DeKruif, Paul "Walter Reed"
 Eaton, Walter Prichard "The Bubble Reputa-
 tion"
 Emerson, Ralph Waldo "Gifts"
 Leacock, Stephen "This Heart to Heart
 Stuff"
 Marquis, Don "Hermione"
 White, William Allen "Mary White"
 Others from newspapers and magazines (carefully
 selected)

f. Drama

Anderson, Maxwell Excerpts from several of
 his plays
 Gale, Zona "The Neighbors"
 Hall, Holworthy, and
 Middlemass, Robert "The Valiant"

Howard, Sidney	"Yellow Jack"
Kelly, George	"Poor Aubrey"
O'Neill, Eugene	"Where the Cross Is Made," "The Emperor Jones"
Shakespeare, William	Any of his best plays if the class is ready for them
Tompkins, Frank G.	"Sham"
Wilde, Percival	"The Finger of God" or "Confessional." Others.

- g. Guided leisure reading (choose from ten to twenty for home reading)

Bacheller, Irving	<i>A Man for the Ages</i>
Bolton, Sarah	<i>Lives of Girls who Became Famous</i>
Boyd, James	<i>Marching On</i>
Buck, Pearl S.	<i>The Good Earth</i>
Bullen, F. T.	<i>Cruise of the Cachalot</i>
Byrd, R. E.	<i>Little America</i>
Carroll, G. H.	<i>As the Earth Turns</i>
Chandler, Anna Curtis	<i>Famous Mothers and Their Children</i>
Craig, Captain John D.	<i>Danger Is My Business</i>
Crane, Stephen	<i>The Red Badge of Courage</i>
Daly, Thomas A.	<i>McAroni Ballads</i>
Davis, R. H.	<i>Soldiers of Fortune</i>
Davis, W. S.	<i>A Friend of Caesar</i>
Dunlap, Orrin E.	<i>Marconi</i>
Halliburton, Richard	<i>Glorious Adventure</i>
Heiser, Victor	<i>American Doctor's Odyssey</i>
Henry, O.	<i>The Four Million</i>
Hill, Joe, Jr., and Hill, O. E.	<i>In Little America with Byrd</i>
Johnson, Martin	<i>Congorilla</i>
Johnson, Owen	<i>The Varmint</i>
Johnson, Owen	<i>Stover at Yale</i>

Johnston, Mary	<i>To Have and to Hold</i>
Lewis, Flannery	<i>Suns Go Down</i>
Lovelace, M. H.	<i>Early Candlelight</i>
Major, Charles	<i>Dorothy Vernon of Had-</i> <i>don Hall</i>
Melville, Herman	<i>Moby Dick</i>
Nordhoff, C. B., and Hall, J. N.	<i>Mutiny on the Bounty,</i> <i>Men Against the Sea,</i> <i>Pitcairn's Island</i>
Norris, Frank	<i>The Octopus</i>
Peattie, Donald	<i>Singing in the Wilder-</i> <i>ness</i>
Ross, Mrs. Margaret I.	<i>White Wind</i>
Skelton, Charles L.	<i>Riding West on the Pony</i> <i>Express</i>
Skinner, Otis	<i>Footlights and Spotlights</i>
Stefansson, Vilhjalmur	<i>My Life with the Eski-</i> <i>mos</i>
Stockton, Frank R.	<i>The Casting A way of</i> <i>Mrs. Lecks and Mrs.</i> <i>Aleshine</i>
Tarkington, Booth	<i>The Plutocrat, Alice Ad-</i> <i>ams</i>
Teter, George E.	<i>A Book of Humorous</i> <i>Poems</i>
Thompson, Maurice	<i>Alice of Old Vincennes</i>
Twain, Mark	<i>The Prince and the Pau-</i> <i>per</i>
Untermeyer, Louis	<i>This Singing World</i>
Webber, J. P., and Webster, H. H.	<i>One-act Plays for Sec-</i> <i>ondary Schools</i>
White, S. E.	<i>The River-man</i>
Wiggin, Kate Douglas	<i>My Garden of Memory</i>
Wills, Helen	<i>Fifteen-Thirty</i>
Wilson, Harry Leon	<i>Merton of the Movies</i>
Young, Stark	<i>So Red the Rose</i>

6. Suggested materials for twelfth year literature

a. Poetry

Arnold Matthew

"Dover Beach"

Browning, Robert	"Home Thoughts from Abroad," "My Last Duchess"
Burns, Robert	"A Man's a Man for A' That," "Highland Mary," "To a Mouse," "The Banks of Doon"
Byron, Lord	"She Walks in Beauty," "The Destruction of Sennacherib"
de la Mare, Walter	"Sam"
Gray, Thomas	"Elegy Written in a Country Churchyard"
Hardy, Thomas	"The Man He Killed"
Henley, W. E.	"Invictus"
Hood, Thomas	"The Song of the Shirt"
Housman, Alfred E.	"Loveliest of Trees"
Keats, John	"A Thing of Beauty," "Ode to a Nightingale"
Keats, John	"Ode on a Grecian Urn"
Kipling, Rudyard	"Recessional," "The Explorer," "Mandalay"
Lovelace, Richard	"To Althea from Prison"
Milton, John	"On His Blindness," Selections from "Paradise Lost"
Scott, Sir Walter	"Love of Country," "Hunting Song"
Shakespeare, William	Sonnets: XXX, LXXIII
Shelley, Percy Bysshe	"Music, When Soft Voices Die"
Southey, Robert	"The Battle of Blenheim"
Tennyson, Alfred	"Saint Agnes Eve," "Bugle Song"
Wordsworth, William	"The World Is Too Much with Us," "My Heart Leaps Up"
"The Story of Beowulf (interesting parts), "The Canterbury Tales" (selections from "Robin Hood and Little John" (ballad). Others.	

- b. Short story
- | | |
|------------------------|--|
| Barrie, James M. | "How Gavin Birse Put It to Mag Lownie" |
| Bennett, Arnold | "The Silent Brothers" |
| Conrad, Joseph | "The Lagoon" |
| Galsworthy, John | "Quality" |
| Hardy, Thomas | "Tony Kytes, the Arch-deceiver" |
| Mansfield, Katherine | "Mary" |
| Stevenson, Robert L. | "Markheim" |
| Wells, H. G. | "Mr. Brisher's Treasure" |
| Wodehouse, P. G. | "Uncle Fred Flits By" |
| Others of good quality | |
- c. Novel (choose one for class study)
- | | |
|---|-----------------------------|
| Barrie, Sir James M. | <i>The Little Minister</i> |
| Dickens, Charles | <i>A Tale of Two Cities</i> |
| Other novels of value and interest to the student | |
- d. Biography
- | | |
|----------------------------------|-----------------------------------|
| Boswell, James | <i>The Life of Samuel Johnson</i> |
| Chesterton, G. K. | "The Boyhood of Dickens" |
| Pepys, Samuel | <i>Diary</i> |
| Strachey, Lytton | "Queen Victoria's Accession" |
| Other modern English biographies | |
- e. Essays and letters
- | | |
|-----------------------|---|
| | "The Ideal Wife" (Bible) |
| | "Charity" (Bible) |
| Addison, Joseph | "Sir Roger at the Theatre" |
| Bacon, Francis | "Of Studies" |
| Beerbohm, Max | "Seeing People Off" |
| Chesterfield, Earl of | "Letter to His Son" |
| DeQuincy, Thomas | "Dreams" |
| Goldsmith, Oliver | "Letter from a Citizen of the World" |
| Huxley, Aldous | "Comfort" |
| Lamb, Charles | "The Superannuated Man," "Dream Children" |
| Walton, Isaak | "A Sermon on Content" |

f. Drama

Bates, Herbert	"The King's English"
Galsworthy, John	"Strife," "Old English"
Gilbert, W. S.	"The Mikado," "Pinafore"
Goldsmith, Oliver	"She Stoops to Conquer"
Gregory, Lady	"Rising of the Moon"
Millay, Edna St. Vincent	"The King's Henchman"
Shakespeare, William	"Hamlet," "Macbeth"
Sheridan, Richard B.	"The Rivals"
Synge, John Millington	"Riders to the Sea"
(Note: Recordings of the operas will enrich the study of the W. S. Gilbert plays.)	

g. Guided leisure reading¹ (ten to twenty for outside reading)

Aldington, Richard	<i>Colonel's Daughter</i>
Arliss, George	<i>Up the Years from Bloomsbury</i>
Austen, Jane	<i>Pride and Prejudice</i>
Balderson, John	<i>Berkeley Square</i>
Barrie, J. M.	<i>Admirable Crichton</i>
Butler, Samuel	<i>Hudibras</i>
Cronin, A. J.	<i>The Citadel</i>
Dickens, Charles	<i>Pickwick Papers—David Copperfield</i>
Ervine, St. John	<i>Alice and a Family</i>
Galsworthy, John	<i>Forsyte Saga</i>
Goldsmith, Oliver	<i>The Vicar of Wakefield</i>
Halsey, Margaret	<i>With Malice Toward Some</i>
Hilton, James	<i>Lost Horizon, Goodbye, Mr. Chips</i>
Kipling, Rudyard	<i>The Light That Failed</i> <i>Great Kipling Stories</i>
Leacock, Stephen	<i>Charles Dickens</i>
Masefield, John	<i>Victorious Troy</i>
Mason, A. E.	<i>Fire Over England</i>

¹Although the emphasis in leisure reading in the twelfth year is upon English literature, students should be encouraged to read widely of the literature of the whole world.

Morrow, Honore W.	<i>Let the King Beware!</i>
Noyes, Alfred	<i>Forty Singing Seamen and Other Poems</i>
Priestley, John B.	<i>English Comic Characters</i>
Sitwell, Edith	<i>Victoria of England</i>
Squires, John C.	<i>Ages and Parrots</i>
Stevenson, Robert L.	<i>An Apology for Idlers, Dr. Jekyll and Mr. Hyde</i>
Thackeray, William M.	<i>Vanity Fair</i>
Thane, E.	<i>Young Mr. Disraeli</i>
Thompson, Edward	<i>Sir Walter Raleigh</i>
Wilde, Oscar	<i>Importance of Being Earnest</i>
Wodehouse, P. G.	<i>Fish Preferred</i>
Selections from the Bible	

The centipede was happy, quite,
 Until the toad for fun
Said "Pray, which leg comes after which?"
This worked her mind to such a pitch,
She lay distracted in a ditch,
 Considering how to run.

COMPOSITION AND GRAMMAR

Grammar, written composition, speech, spelling, and word study are all vital parts of English. Thus English is an intrinsic part of all subjects. All teachers should teach *some* English, and all must give a chance for the practice of what has been taught in the English class. In addition, if boys and girls are to gain a sense of security in language and rise above mediocrity, then language study must be limited to the fundamentals, arranged definitely in sequence, and taught in separate classes by teachers who know so much about it that they know what not to teach, as well as what to teach. These teachers should *practice vigorously the art of teaching* in the classroom. They should become acquainted with authentic experiments in the different phases of English and should use the results.

Books of Interest to English Teachers

Every teacher of English should be familiar with the five following books: *English for the English*¹, *Instruction in English*², *The Purposes of Education in an American Democracy*³, *An Experience Curriculum*⁴, and *Rebuilding the English-Usage Curriculum to Insure Greater Mastery of Essentials*⁵.

In the latter book, Mr. O'Rourke stresses the need of teaching first things first and *of teaching the basic principles in sequence*. There is a three-fold grouping of essentials to be taught: 1. essential principles; 2. principles of secondary value, niceties, and debatable points; 3. principles of minimum importance.

This research brings out the fact that points of least importance are much more difficult for pupils of all grades than are essential points. Because more time must be spent upon teaching these points that are not used commonly, pupils become tired of them. This undoubtedly feeds any dislike of English which pupils may have. It will be wise to have pupils master the essentials, and then enrich the course for them by bringing in those

¹Sampson, George, *English for the English*, Cambridge at the University Press, Macmillan in United States of America, 1934.

²Smith, Dora V., *Instruction in English* (National Survey of Secondary Education), Monograph No. 20, Bulletin 17, United States Department of the Interior, Washington, D. C., 1932.

³*The Purposes of Education in American Democracy*, Educational Policies Commission, Washington, D. C., 1938.

⁴*An Experience Curriculum in English*, English Monograph No. 4, National Council of Teachers of English, D. Appleton-Century Co., New York, 1935.

⁵O'Rourke, L. J., *Rebuilding the English-Usage Curriculum to Insure Greater Mastery of Essentials*, The Psychological Institute, Washington, D. C., 1934.

things of secondary importance. This means definitely the teaching of fewer things with greater emphasis upon the mastery.

The Use of Textbooks

Because pupils vary in needs and abilities, no time limit is indicated for any unit. The suggestion is that teachers teach slowly and thoroughly a few essentials in sequence for mastery rather than trying to cover a whole textbook or a whole course of study just because the material is there. Teachers should plan to use the very best textbooks and other materials as time savers, for this will add to economy of effort and to efficiency in teaching and will leave time for enrichment of the course for all pupils. If, however, they are holding to the idea of teaching the essentials in sequence, teachers will realize that they cannot follow any textbook slavishly. The lazy teacher's idea is to get rid of all textbooks; the intelligent teacher learns how to use them advantageously.

The Basis of the Course

The composition course, as much as possible, should not be based upon pupils' fleeting interests, although these may be utilized, but upon *experiences* of the past, the present, and as far as can be predicted, the future. The teacher is **most important** in planning the course and in dealing with every situation sympathetically. These experiences should be drawn from all subjects of the school and from life itself. The experimental or creative writing efforts may often be drawn from the inner experiences and emotions of the pupil.

The Integration of Composition

As much as possible, speech, grammar, word study, spelling, listening, thinking, and reading must be used in composition. This does not mean that there may not be a separate course in speech, in grammar, or in reading, but it does mean that a successful composition course contains all these things.

It is the business of the principal of the school to take the initiative in planning the integration of English with other subjects. In this way teachers are not embarrassed. This procedure makes for an integrated faculty. This is extremely important if there is to be harmony in the school. The principal will realize

that English teachers are the ones who, generally and specifically speaking, really know the most about English and literature and so will plan with them for a strong integrated program in the school. Through committees, usually under the direction of an excellent English teacher, he will, no doubt, bring to his teachers in faculty meetings the things for which all the teachers of the school must be responsible. These will include the essentials which have been definitely taught in English classes. *English must be a positive factor in the plan of integration.* The English teacher's business is to sympathetically help in planning the English program for the whole school. By this means, then, the teacher of science, social studies, home economics, physical education, etc., each in his own way, will not be attempting to teach the pupil the use of, for example, the pronoun. The English teacher will teach the principle and each teacher in the school will see that the pronoun is used correctly in his class. In this way the literacy heritage of boys and girls will not be left to incident and accident, and the school will rise above the level of mediocrity in the use of the mother tongue.

For a more thorough discussion of the philosophy back of English teaching and newer thought in methodology teachers should become familiar with *Teaching English in High Schools*,¹ *Teaching Composition and Literature*,² and "English as a Positive Factor in Correlation."³

It is enough here to quote Mr. Mark A. Neville on the subject of integration⁴;

"The problem presented by integration requires more than an occasional staff meeting for solution. It requires hours and hours of ceaseless thinking and planning, and a nice balance in the mind of the teacher and administrator between the science of education and the art of teaching. If we are to vitalize the teaching of English by making it a condition of school life, it is absolutely necessary to recognize the problems involved.

"The child must be encouraged to select ideas from his entire universe for his writing and speaking; he must be helped to see that all school activities provide ideas for ex-

¹Cross, E. A., and Carney, Elizabeth, *Teaching English in High Schools*, The Macmillan Company, New York, 1939.

²Mirriclees, Lucia B., *Teaching Composition and Literature*, Harcourt, Brace and Company, New York, 1937.

³Neville, Mark A., "English as a Positive Factor in Correlation," *The English Journal*, pp. 44-49, January, 1938.

⁴Neville, Mark A., *English in the Integrated Curriculum*, an unpublished paper.

pression. We should teach pupils 'how to say a plain thing in a plain way, how to hear a plain thing in a plain way, and how to write a plain thing in a plain way.' And the plain things to say, hear, and write are to be found in social studies, mathematics, science, assemblies, and all other school activities. The child must become proficient in the '*plains*' before he can become fully aware of any creative fullness of life; a creative fullness that should be the product of integration, not a hindrance to it.

"Integration does not mean that the English teachers should help other teachers; it means that the common elements of all present subjects that are worth teaching should be recognized and that they should be stated in terms of principles and content that will help the child to understand better, and to judge more intelligently his living age, so that he will be better equipped to make a worthwhile contribution to society.

"The common elements of English that are common to all other school activities are speaking, writing, and reading. If they (the teachers) do not already know, they must be taught that speaking, reading, and writing are practiced in all activities, and that if the pupil is not learning good habits of speaking and writing he is practicing bad habits. They must be taught that the English class is organized to facilitate learning in all other activities. When the above points are understood and applied to teaching, then there is justification for attempting integration."

This is the basis of all experience and of social communication.

The Mechanics as Courtesies

The mechanics of composition are more than symbols or verbalisms; they are the *courtesies of all communications*. These courtesies include spelling, capitalization, abbreviations, contractions, vocabulary, pronunciation, punctuation, and reading. Pupils' ignorance of these should be cleared up by the English teacher in a definite, well-planned program. Slovenly use of these after they have been taught must be checked by all teachers of the school. The wits and energies of all teachers will be kept busy in such a plan of correlation.

Examples of Correlation

Letter writing is important; it should be taught intelligently. Children are not born with a knowledge of the courtesies of writing. These essentials are extremely confusing to boys and girls, much more confusing than are the courtesies of speech.

Letter writing is not only a practical thing, it is one of the aesthetic courtesies of living. It should be definitely taught in an English class and practiced in all classes where such an experience is necessary. One manuscript form should be taught in the English class and carried over into all classes. A definite type of punctuation should be taught in the English class and practiced in all other classes. As children become more mature, they should be taught the variety in acceptable forms.

Formal outlining, which is practically unnecessary in English classes, should be taught in an appropriate place, social studies, for example, and then that form should be used in all classes. Sentence outlining, the summary, and the *précis* may be used in English classes and should be taught there.

Another type of correlation in writing that should be insisted upon in all classes is the *writing of short papers*. The short paper done under the supervision of the teacher is much more valuable than the long paper done outside the classroom. Writing requires the hardest kind of effort. At least once a week teachers should write one of their own assignments, whatever it may be, just to get into the swing of it. Pupils should never be urged to write long compositions until they can write short ones well and not until they have been taught in English classes how to write paragraphs which lead from one to the other. This learning, then, can be carried into all other classes.

Good Pre-Planning is a Most Important First Step in Writing

A great many long papers are unnecessary. They bring about a lack of spontaneity and originality, a tendency to copy verbatim from printed materials, and a dislike for writing. One sentence well said is worth more than a poorly-organized or copied two-thousand-word paper.

In the writing of these short papers pre-planning and explanation are important. Oral discussions and individual conferences should precede writing. Essentials should be reviewed, and the teaching of writing should go on during this laboratory period.

After the paper has once been turned in to the teacher, it should not be recopied except as a special privilege for good work which, with a bit of revision, will become excellent. All other teaching should come through the writing of a new paper. Variety in writing is a challenge to the pupil.

In the interest of integration of personality, *pupil-experience* should be emphasized in writing. Allowing a pupil to read materials and then to reproduce those materials verbatim as his own is certainly unintelligent teaching on the part of the teacher, a waste of time, and a fostering of dishonesty. Fostering an aesthetic attitude toward expression is very necessary if boys and girls are to build up pride in writing and in speaking.*

The Grading of Compositions

The grading of papers deserves much thought. A letter grade may be used; a two-letter grade is better, but a letter grade and a comment are best. The grade may be indicated as *C/A* which means *C* in ideas but *A* in mechanics. The comment must be inspirational and in this case centered upon the ideas of the paper. While the grade will, no doubt, be important to the pupils, the teacher must not, as a general thing, give them a grade that is undeserved. She must be truthful and teach pupils to meet their difficulties and conquer them. She can do this best by being human and sympathetic with their efforts and by being firm in following her objective, to teach pupils *to write better*.

An Explanation of the Course

The course of study in composition and grammar is meant to be used as a guide and as an inspiration. The committee does not mean that it should be followed slavishly, but it does suggest that it may be of help to teachers who are interested in planning a definite course in English for the welfare of boys and girls.

*Anonymous, "The Ghost Writer Explains," *The English Journal*, pp. 535-538, September, 1939.

WRITTEN COMPOSITION AND GRAMMAR FOR THE SEVENTH YEAR

I. Sentences

A. Outcomes

1. For the sake of intelligent communication in expression the pupil should know the fundamental points about the sentence.
 - a. A sentence must contain a subject and predicate, begin with a capital letter, and end with a period, question mark, or exclamation point.
 - b. Sentences are classified according to meaning as declarative, imperative, interrogative, and exclamatory.
 - c. A sentence, to be complete, must contain a bare or complete subject and predicate or a compound subject and a compound predicate.
2. The parts of speech are the bases for the sentence.
 - a. Nouns
 - (1) Nouns are common and proper and may be used as subjects, objects, to indicate the person or thing addressed, or as possessives.
 - (2) Proper nouns include personal and geographic names in school, firm, family, and in titles of books.
 - (3) Nouns may be made plural by adding *s* or *es* to the singular and for words ending in *y* preceded by a consonant by changing the *y* to *i* and adding *es*. Words ending in *y* preceded by a vowel form the plural by an added *s*.
 - b. Pronouns
 - (1) Pronouns should be recognized as substitutes for the noun uses suggested for this year.
 - (2) *Its* should be recognized as a pronoun.
 - c. Verbs
 - (1) Verbs may be made up of one or more words showing action, state of being, or condition.
 - (2) Verbs should be used to add color and variety to a selection.

- (3) Verbs must agree with the subject in person and number. Agreement with a compound subject may be studied.
- d. Adjectives and adverbs
 - (1) Adjectives and adverbs modify or change the picture of things or actions.
 - (2) *How*, *when*, and *where* are signified by the single adverb.
- e. Phrases and clauses
 - (1) Phrases and clauses are word groups which modify or change the picture of things or actions.
 - (2) Recognition of the difference between phrases and clauses is important.
 - (3) The preposition and conjunction should be taught as parts of the phrase or sentence.
3. Correct usage leads to better communication.*
 - a. The agreement of the verb with the simple subject should be stressed.
 - b. Capitalization and punctuation for understanding should be taught when necessary.
 - c. Words ending in *y* preceded by a consonant are troublesome. The pupils should master the plural spelling of such words as city, country, lily, baby, lady, party, candy, fly, enemy.
 - d. Words ending in *y* preceded by a *vowel* are troublesome. The pupils should master the plural spelling of such words as turkey, monkey, valley, journey.
 - e. Pupils should not be penalized for using acceptable usage such as *slow* for *slowly*, and *catalog* for *catalogue*.
 - f. Be careful about listing words as prepositions, adverbs, etc. They take on meaning according to their use in sentences, phrases, and clauses. Pupils should link the word with the meaning or thought.

*Leonard, S. A., *Current English Usage*, National Council of Teachers of English, Chicago, Ill.

- g. Correct habit should be established through drill in the use of the expressions listed below. In list A the word alone indicates past time. In list B some form of *have* or *be* should be used with the word.

A	B	A	B
came	come	swam	swum
saw	seen	wrote	written
did	done	gave	given
went	gone	took	taken
ran	run	sang	sung
sat	sat	began	begun
broke	broken	drank	drunk
spoke	spoken	knew	known

- h. The following expressions should be used correctly:

- (1) *I* with name words (*Esther* and *I*, not *I* and *Esther*)
- (2) Words that point out (*these* and *those*, not *them*, *these people*, *those houses*)
- (3) *Let* and *leave*
- (4) *This*, *that*, *these*, or *those* by itself (not *this here*, *those there*, or *them kind*)
- (5) *Teach* and *learn*
- (6) *Aren't* instead of *ain't*
- (7) *Doesn't* and *don't*
- (8) *Is* and *are* and *was* and *were* (*you are* and *you were*)
- (9) *Bad* (not *badly*) I feel *bad* about the decision
- (10) *Well* (not *good*) She speaks *well*.
- (11) *Himself* and *themselves* (not *hissself* and *theirselves*)
- (12) *There are* (not *they is* or *is they*)
- (13) *Could*, *should*, or *might have* (not *of*)
- (14) Single not double subject (Ruth laughed. Not Ruth *she* laughed.)

- (15) *There is* or *was* and *there are* or *were* (watch especially when the verb comes first. *Are there* any questions?)
- (16) *Very* instead of *real* as an adverb. (She is *very* pretty.)
- (17) *An* before a word beginning with a vowel
- (18) One negative instead of a double negative (*I don't* like to walk in the dark. Not *don't never*.)
- i. The use of the apostrophe should be stressed in possessive nouns, singular and plural, and in the contractions: *you're*, *I'm*, *who's*, *hasn't*, *can't*, *we're*, *he's*, *aren't*, *haven't*, *doesn't*, *they're*, *it's*, *isn't*, *couldn't*, *don't*.

B. Suggested activities

1. Give a pretest over the knowledge of sentences which the pupil should bring with him from the elementary school.
2. Drill constantly on the weaknesses which the pretest reveals.
3. Provide much actual practice in the fundamentals which should have been mastered.
4. See that pupils have a complete understanding of subjects and predicates before they attempt to distinguish between sentences and fragments of sentences.
5. Much practice work in discrimination should be given.
 - a. Use each of these subjects in an interesting sentence by adding colorful predicates: *the tired old woman*, *a big yellow butterfly*, *a big gust of wind*, etc.
 - b. Add a subject to these predicates: *dropped the pile of kindling*, *crying as if her heart would break*, *paused at the door*, etc.
 - c. For the purpose of recognition, underline subjects once and predicates twice.

The pile of books dropped from the girl's aching arms.

From the girl's aching arms dropped the pile of books.

- d. Identify the sentences in these word groups.
Explain why each group is or is not a sentence:
Ferdinand was taken to Madrid to fight
A sword to stick the bull
There was a big parade in the bull ring
Flying flags and playing bands
- e. Break up the run-on sentences by using the correct capitalization and end punctuation marks.
Leave out the word *and* if necessary.
We played in the park and we saw the animals in the zoo and we were rained on.
Run, Mary, you will miss the parade what would the class say about that?
6. Variety in sentence structure should be stressed, for interest is killed if all sentences begin with a subject and end with a predicate.
The deer hopped over the fence.
There he goes.
Swinging along, he approached the aspen grove.
7. Correlate written composition with speech by insisting that pupils speak in complete sentences.
8. For drill purposes pupils may identify the parts of speech used in paragraphs of newspaper and magazine materials.
9. Drill upon the spelling of possessive nouns.
10. Show by means of sentences how *who* is a subject word and *whom* is an object word. Substitute name words for the pronouns.
11. Constantly drill upon *I, she, he, we, they,* and *who* as subjects or as used after the *to be* verbs.
12. Constantly drill upon *me, him, her, them, us,* and *whom* as objects.
13. The pronoun used as a part of a compound element must be mastered.
14. There will have to be plentiful drill on verbs.
15. The *to be* verbs should be mastered.
16. Agreement of the third person, especially in the singular, should be emphasized. It is unnecessary in

this year to spend time in conjugation. *You were* and *he* and *it doesn't* should be stressed. The final *s* makes a verb singular.

17. Pupils should become acquainted with the classification of verbs as regular and irregular. (See under *usage* the irregular verb types to be taught.)
18. Drill against the monotony of using "blanket" verbs.
He *said* that he would go. He *shouted, stammered, sobbed, screamed, murmured, shrieked, whispered* that he would go.
19. There should be much practice in making written word pictures through using modifiers.
The boy went to town to shop. *Skipping along*, the *happy* boy hurried to the *little* town *to buy* a ball and bat.
20. The phrase and clause should be taught here as modifying word groups. Drill sentences may be used to distinguish between the two.
21. A word is a certain part of speech according to its use in a sentence. Prepositions should be taught in sentences.

Give it *to him*.

It is *under the table*.

I brought the apple *from home*.

The bouquet *of flowers* is pretty.

C. General suggestions

1. It is important that pupils learn to correct themselves and to proofread their own writing. Before they can do this they must have necessary knowledge of grammar and must put their knowledge to use habitually.
2. The points in grammar taught in English classes must be practiced in all classes.
3. Teaching the pupils to review and to use self-helps is important.
4. Where grammar and punctuation may be *taught* effectively together, this should be done. *Setting off* nouns of address is an example.
5. It is necessary that pupils understand all terms used in teaching. For example, *pronoun* means *for a noun* or in place of a noun.

6. It is important to stress completeness of thought.
7. Teachers should be broadminded about rapidly changing usage.

II. Written expression

A. Outcomes

1. In order to express himself logically and intelligently the pupil should be able to write a simple paragraph.
 - a. The paragraph may be built around a topic sentence or a central thought.
 - b. The laws of paragraphing are unity, coherence, and emphasis.
 - c. Paragraphs may be developed through illustration, example, showing what happened, description, proving a point, showing similarities and differences, and showing cause and effect.¹
2. Pupils should learn to communicate interestingly through social letters.
 - a. The slant and block form may be used.
 - b. The five parts of a social letter—heading, salutation, body, complimentary close, and signature—should be written correctly.
3. Pupils should learn to use informal notes.
 - a. The types commonly used in the seventh year are invitations, notes of acceptance and regret, and notes of thanks, direction, sympathy, apology, and excuse for absence.
 - b. Courtesy should be stressed.
4. Pupils should learn to write simple business letters.
 - a. The slant, semi-block, and block style may be used.
 - b. Simple business terms may be explained.
5. The writing of announcements is important.
 - a. Announcements should be written about lost and found articles, school parties, programs, meetings, etc.
 - b. Announcements should be brief and understandable.

¹Cross, E. A., and Carney, Elizabeth, *Teaching English in High Schools*, pp. 291-294, The Macmillan Company, New York, 1939.

6. Advertisements may be written.
 - a. These may take the form of bulletin board announcements of sales, work wanted, etc., or they may be placed in the school paper.
 - b. Many examples may be brought to class.
7. The school paper may be used as an incentive for practice in writing. (See the section on journalism.)
 - a. The school paper may be merely a section in the local paper, a mimeographed sheet, or a printed paper.
 - b. Pupils should be encouraged to write in their fields of interest.
8. Pupils should learn to write simple exposition using the materials of other classes as the subject matter.
9. Pupils should be encouraged to do creative or experimental writing.
10. Simple capitalization should be taught:
 - a. Own name and I
 - b. Proper nouns and adjectives
 - c. Beginning of every sentence or line of poetry
 - d. Holidays, days of week, and months
 - e. All the important words of a title
 - f. Streets
 - g. Initials or abbreviations of proper nouns
 - h. Dear Mary, Yours truly
 - i. God, Bible, Jesus, the Deity
 - j. Do not capitalize such words as *seventh grade*, *spring*, *winter*, *flew east*, *spelling*, *reading*, *arithmetic*.
 - k. First word of quotation
 - l. First word of a sentence
 - m. Titles of persons when used as part of a name
 - n. Headlines
11. The punctuation necessary for seventh year writing should be taught.
 - a. Only those marks which the student meets and needs to use in a simple composition should be emphasized. Have the students formulate the reasons for each mark.

- b. Simple uses of the period, comma, question mark, quotation marks (direct quotation), and apostrophe (possession and contractions), exclamation point, and colon after salutation in business letter deserve most emphasis.

B. Suggested activities

1. Find simple paragraphs, which contain topic sentences, in the social studies, science, or literature textbooks, and discuss their organization.
2. Find examples in books or magazines illustrating the methods of developing a paragraph.
3. Using a topic sentence, write a paragraph about one of the following:
 - a. Spring is my favorite season.
 - b. What being an American means to me.
4. Using one of these suggestions, write a short paragraph of description. Begin with a topic sentence.
 - a. My room
 - b. The barn
 - c. A friend
5. Choose one of the following topics about which to write a paragraph.
 - a. Why everyone should have a hobby
 - b. Why I want to be a.....
 - c. My "pet peeve" is.....
6. Write a paragraph giving directions on how to
 - a. Make fudge
 - b. Play some game
 - c. Make an airplane
7. In a story you have recently read, find some good samples of conversation. Notice how they are punctuated. Copy a bit of this conversation.
8. The teacher might dictate to the class some conversation from a story and have the pupils paragraph and punctuate it.
9. Write an imaginary conversation between
 - a. Johnny and his dad behind the woodshed
 - b. Mary asking mother for ten cents
 - c. A neighborhood bully and a news boy

10. Discuss in class
 - a. Reasons for learning to write social letters
 - b. Purposes of letters
 - c. General appearance of letters
 - d. Parts of a social letter and punctuation of these sections
 - e. Suitable paper and ink
 - f. Margin, indentation, and folding of letters
11. Read to class some examples of good letters such as
 - a. Roosevelt, Theodore, *Letters to His Children*
 - b. Clemens, Clara, *My Father*, Mark Twain
 - c. Stevenson, Robert Louis, *Letters*
12. Have pupils copy into their notebooks, as needed, all suggested forms for manuscripts, letters, and outlines.
13. The pupils should be familiar with all parts of the social and business letters.
 - a. Present many headings, salutations, and complimentary closes to be punctuated.
 - b. Give drill on writing return addresses and addresses on the envelope.
 - c. To "break the ice" in letter writing, once a week for several weeks suggest that the pupils come prepared to write a letter to a friend or relative and be ready to send it on its way as soon as it is written as well as the pupil can write it. In the discussion preceding the writing, emphasize the courtesies of writing letters. Stress the fact that people form opinions of us through the letters we write. The teacher *should not* read these letters, but the pupils will write them and send them off without criticism. Special mailmen may be chosen to mail the letters.

After this has been done for two or three times, the teacher will begin to ask such questions as the following:

 1. Was your letter neat?
 2. Did you write just about yourself, or did you inquire about the one who is to receive the letter?

3. Did you have at least two very interesting happenings in your letter?
4. Were all your words spelled correctly?
5. Were you sure of your punctuation?
6. Do you believe that your friend will think that you are growing more interesting in your letter?

The teacher will find after this that the pupils voluntarily will ask questions about their own letters as they write and almost demand that she read them to see whether or not they are interesting. All letters, of course, should be kept confidential.

- d. Write a letter to a friend in another school, telling about some work you are doing.
- e. Write to a classmate who has moved away. Tell him about the recent school activities. Inquire how he likes the new school.
- f. Your cousin Mary likes the fudge which you made and sent to her for Christmas. Write and tell her how you made it.
- g. You and your friend have read many books together. He is on a vacation now. Write him a letter telling about your most recent reading.
- h. Write to a friend, recalling a trip or some other interesting experience.
- i. Write a cheery letter to a classmate or teacher who is ill.
- j. Write a letter thanking your friend's mother for the pleasant time you had at her house over the week-end. (This is called a bread-and-butter letter.)
- k. Write a letter to your aunt saying you would like to visit her. Inquire when it would be most convenient for her to have you.
- l. Write a note to a friend inviting him to visit you. Suggest the time of his arrival and the length of his stay.
- m. Accept an invitation for an out of town week-end visit.

- n. Write a note of regret to your friend's invitation to spend the week-end with him.
 - o. Write a note of thanks for a gift recently received.
 - p. Write a note of sympathy to a friend who has had a death in the family.
 - q. Congratulate a friend who has won a contest.
 - r. The suggestions given may remind you of a letter you should write. If so, write the letter and mail it. Proofread it for errors.
14. Discuss the difference between a friendly letter and an informal note. Think of situations in school and at home that call for informal notes. The following notes may be written:
- a. Invite a friend to a Valentine party at your house.
 - b. Pretending you are your friend, write a note of acceptance to the invitation.
 - c. Write a note of regret for the same invitation.
 - d. Write a note to the principal inviting him to visit your class.
 - e. Write an invitation to your parents inviting them to attend the next P.-T. A. meeting.
 - f. Write a note of thanks to a friend who has recently sent you a gift.
 - g. Send a note of appreciation to Mr. Johnson, who spoke in assembly.
 - h. Write a note of sympathy to a friend who has recently lost a member of the family.
 - i. Write a note of apology to your teacher for having kept a borrowed book over time.
 - j. Write an excuse for an absence.
 - k. You are at home with a cold. Write a note to your teacher asking for your English assignments.
 - l. Arrange to meet a friend. State the time and place.
15. Discuss the value of the business letter. Think of situations in school which may call for business letters. Discuss the conventional form block, semi-block, and slant. Read some examples of good business letters to the class. Send for a catalogue of

plays for assembly use or one for party decorations. Write a letter asking for a sample advertised in one of the school magazines. Here is a good chance to talk about legitimate advertisements and propaganda in newspapers and magazines.

16. Write many announcements.
 - a. Write an announcement concerning a school sale.
 - b. Write an announcement about a contest which is to take place.
 - c. Write an announcement concerning the sale of Christmas seals.
 - d. Write an announcement for the school or local paper about a P.-T. A. meeting.
 - e. Write an announcement for a class meeting which is to be held.
17. Advertisements may be written :
 - a. Write an advertisement for articles which the school or pupils may have for sale.
 - b. Write an advertisement regarding work wanted.
 - c. Write an advertisement for an article lost or found.
18. Pupils may write for the local paper, the school paper, or they may make a school bulletin board newspaper. A bulletin board located in a main hall may be converted into a bulletin board newspaper for timely flashes. The board may be covered with one or two sheets of white paper to represent a page or pages. (Regular newspaper or a good grade of white wrapping paper may be used.) When the sheet is up, mark off the columns lightly with pencil. Cut strips of paper the size of the columns. On these strips the news may be typed or hand printed. The news strips are then placed on the bulletin board paper with thumb tacks. Headlines may be made with a hand printing press or by an artistic member of the class. When the news strips are removed from the board, it is suggested they be pasted into a scrap book as a record of school happenings as well as being a means of showing development in the skill of writing as the newspaper progresses. This bulletin

board newspaper may be either a class or a school project. In either case the work will be done during the regular English periods. This type of work may be easily correlated with the work of the science and social studies classes. (See the section on journalism for the organization of a staff and for detailed material on news writing.)

19. Teachers should encourage voluntary writing of pupil experiences:
 - a. Painting a word picture in two or three sentences
 - b. Playing with words to express sense impressions (This work may be correlated with word study.)
 - c. Narrating personal experiences
 - d. Writing original stories for special days and for the school paper
 - e. Writing simple plays based on incidents in history or literature and making original plots for special days, etc.
 - f. Writing of poetry such as lyrics, ballads, or limericks
 - g. Writing a class operetta
 - h. Writing for an essay contest.
20. School, home, and community safety should be taught in English as well as in social studies and science classes. Plays, stories, essays, and poems may be woven around some phase of safety. Members of the English class might write verses or limericks for safety posters made in the art classes.

C. General suggestions

1. It is better for the pupils to master a few things in grammar and composition than to be exposed to a great many things and to become master of none of them.
2. Constant pre-planning, diagnostic testing, drilling, reviewing, and testing for achievement are vitally necessary.
3. Pupils should not be graded or judged upon test records alone.
4. Teachers should now and then work out their own writing assignments. Mingling these with the efforts of the pupils will be stimulating.

5. All papers written by the pupils should be read and checked by the teacher or pupils. The throwing of pupils' papers into the wastebasket should be discouraged.
6. Learning to write has elements of drudgery. Teachers should teach patiently and thoroughly, should not be sentimental about the pupils' efforts, but firm and sympathetic.
7. As far as possible the materials in writing should be correlated with speaking, and things learned in English classes should be practiced in the other classes of the school.
8. English teachers should consult the commercial teachers or the latest commercial books for correct details concerning the writing of business letters. The commercial and English departments should use the same system.
9. The teacher should use diagramming, just as an architect uses a blueprint, when by doing so it makes a sentence or meaning clear.
10. Teachers should refer to excellent up-to-date textbooks for details on grammar and composition.
11. Not much time need be given to the teaching of the business letter in the seventh year.
12. All classes in the school should use the same forms in the mechanics of writing as those used in the English classes.
13. It is extremely important that all teachers of the school stress legible penmanship. The pupil should think of legible penmanship not only as being useful but as being a simple courtesy.
14. Especially should all teachers see to it that their pupils talk and write, as a general thing, in complete sentences.
15. All teachers are eager to know more about the English language. The best of them admit that their English could be improved. The principal should take the initiative in making it possible for all teachers to emphasize better speaking, better writing, and better reading. All teachers should have a chance to

show what they are doing to improve the English in all their classes. This makes both pupils and teachers students of English.

16. All teachers should see to it that the pupil uses the tools of language, learned in the seventh year English class, to correct and proofread his own oral and written composition.
17. Each teacher should be especially active in varying her methods of teaching. Reading the *English Journal* will stimulate her thinking. The *Journal* is an excellent help.
18. Students might keep scrapbooks containing errors which occur frequently in public. Each point should be discussed. To secure a positive reaction, the student may also be asked to keep good examples from various sources.
19. Pupils who know the materials to be taught or who finish their work early should be encouraged to do experimental writing or leisure reading.
20. After pupils have seen and discussed their papers, teachers may file the papers for comparison and future reference.

D. Forms in the mechanics of writing

1. Forms for the friendly letter
2. Forms for the business letter
3. Manuscript forms
4. Standards for composition papers
 - a. Neatness, legibility, and general attractiveness should characterize the composition paper.
 - b. The name, date, or number, and title should be on every composition paper.
 - c. Space should be left between title and body of composition.
 - d. A one-inch margin should be used at the left.
 - e. A margin to the right is desirable.
 - f. Space at the top and at the bottom of the paper should be required.
 - g. Paragraphs should be indented.
 - h. General fundamental punctuation, as a courtesy to the reader, should be observed in the body of the composition.

WRITTEN COMPOSITION AND GRAMMAR FOR THE EIGHTH YEAR

I. Sentences

A. Outcomes

1. Advanced work with the sentence should be taken up.
 - a. The value of speaking and writing in complete thoughts and of avoiding the broken thought should be stressed.
 - b. The building of sentences through using a variation of phrases and clauses is important.
 - c. Agreement of subject and predicate separated by a phrase should be taught.
 - d. Involved sentences containing the clause as a subject and object may be taught.
 - e. For variation, the sentence of inverted order is important.
 - f. The balanced sentence may be introduced.
2. Advanced work with the parts of speech should be carried on.
 - a. Nouns
 - (1) Nouns may be used to complete the predicate. A knowledge of this fact involves the complete understanding of the *to be* verb.
 - (2) Nouns may be used as indirect objects, objects of prepositions, and of verbs.
 - (3) The oppositive, with its comma, should be recognized.
 - (4) Plurals such as *deer, mice, children, sheep, geese*, etc., should be taught.
 - (5) Continue with the spelling of the plurals of nouns ending in *y*.
 - (6) Master the irregular plurals of nouns ending in *f* or *fe*.
 - (7) The usual possessives and the apostrophe in genitives of connection (expressions written as possessives but not indicating possession) should be stressed.

b. Pronouns

- (1) All uses similar to noun uses that have been taught in the seventh and eighth years should be stressed.
- (2) Work should be done in eliminating actual illiteracies such as *Her and I went*.
- (3) Person and number are important with respect to agreement and reference.
- (4) The Nominative Case in connection with the subject and predicate pronoun and the Objective Case for the object of a verb and preposition should take much drill.
- (5) Drill should be used to make the correct forms habitual in the use of the pronoun in compound subjects and objects.
- (6) Pupils should learn to spell the possessive pronominal adjectives such as *one's*, *everybody's*, *someone's*, etc.

c. Verbs

- (1) The principal parts of verbs must be understood.
- (2) Transitive and intransitive verbs should be taught.
- (3) Adverbial modifiers are important.
- (4) Stress time sense, tense, for the purpose of writing and speaking correctly. The present, the past, and the participle with a time auxiliary are important. Avoid shift of tense.
- (5) Analyze verb phrases in order to understand the function of the auxiliary and the participle.
- (6) Participles should be introduced for sentence variation. The teacher should show that they do not make statements.

3. Correct usage is important to communication.

- a. Correct habit should be established through drill in the use of the expressions listed below. In list A the word *alone* indicates past time. In list B some form of *have* or *be* should be used.

A	B	A	B
ate	eaten	gave	given
chose	chosen	drove	driven
took	taken	wrote	written
fell	fallen	slept	slept
lay	lain	grew	grown
knew	known	rose	risen
showed	shown	threw	thrown
flew	flown	tore	torn
burst	burst	froze	frozen
		beat	beaten
went	gone	stole	stolen
dragged	dragged	climbed	climbed

- b. Better groups should know that *each, every, either, neither, someone, somebody, anyone, anybody, everyone, everybody, no one, nobody* and *a person* when used alone should be used with singular verbs.

- c. Use correctly

(1) *Then* and *than*. He is heavier *than* (not *then*)
I (not *me*).

(2) Adverbs: She plays *well* (not *good*).
Jack speaks *easily* (not *easy*).
Helen *surely* (not *sure*) ran swiftly.
He *ought not* (not *hadn't ought*) to go.
Ted plays tennis *badly* (not *bad*).

(3) Comparison of adjectives: more beautiful
(not beautifullest), happier (not more happier)

(4) He *said* to me (not *says* to me).

(5) He *asked* me (not *ask* or *ast* me).

(6) *Hardly* and *scarcely* (not *haven't hardly*)

(7) *Respectfully* and *respectively*

B. Suggested activities

1. Give a diagnostic test over the materials of the seventh year, and drill on weaknesses.
2. Constantly review the fundamentals previously taught.
3. Use the materials of magazines and newspapers for examples of sentences.

4. In showing the noun use of a clause, many examples in which the clause is substituted for a noun should be developed.

The *man* was a robber. *That he was a robber* was not proved. (Clause as subject)

The boy ate an *apple*. The boy ate *what he was given*. (Clause as object of verb)

5. Show how sentences take on value and interest through addition of phrases and clauses. The group may start with a simple subject and predicate and build important sentences.
6. Stress agreement of subject and predicate when they are separated by phrases. Use many examples: (a) This *kind* of apples *sells* quickly. (b) The *engineer* of the streamliner *was* hurt. (c) Jean, as well as Ruth, *is* to help with the dishes.
7. Show that the subject and the predicate may include many phrases.
8. Many genitives of connection should be written by the pupils: (a) five weeks' time, (b) three dollars' worth of sugar, (c) a month's journey.
9. The nominative and objective pronouns should be made habitual through memorization.
10. Drill on the use of the correct pronoun forms with compound subjects and objects.
11. The spelling of plurals of such nouns as *beef*, *wolf*, *half*, *loaf*, *leaf*, *wife*, etc., should be mastered.
12. Show how participial expressions do not make statements by using a series of them such as *running along*, *dodging the crowd*, *turning into the doorway* The statement has yet to be made.

C. General suggestions

1. Grammar should be looked upon as the tool to be used as the basis of intelligent self-correction and self-growth.
2. Learning the necessary fundamentals makes writing easier and more enjoyable.
3. Teachers should become familiar with the reports on levels of usage written by research experts. Among

these are O'Rourke, L. J., *Rebuilding the English-Usage Curriculum to Insure Greater Mastery of Essentials*; Leonard, S. A. and Moffet, H. Y., "Current Definitions of Levels of English Usage," *The English Journal*, May, 1927; Leonard, S. A., *Current English Usage* (Leonard Memorial Monograph), 1932, National Council of Teachers of English; Stormzand, M. J., and O'Shea, M. V., *How Much English Grammar*; and Lyman, R. L., *The Enrichment of the English Curriculum*.

II. Written expression

A. Outcomes

1. The pupil should be able to communicate in unified and well-balanced sentences.
2. He should be able to use words effectively in sentences.
3. Pupils should gain power in organizing sentences into effective paragraphs with important beginnings and conclusions.
4. Pupils should gain power in writing social and business letters, notes, and informal and formal invitations.
5. Work on announcements, reports, explanations, and minutes of meetings should be developed.
6. The writing of exposition through the use of the simple outline may be developed.
7. Creative or experimental writing may be stressed for enrichment.
8. Arouse a sensitiveness to well-chosen words, correct spelling, and a desire to proofread materials written.
9. Correlate writing with literature.
10. Necessary capitalization should be taught.
 - a. Stress the fact that sections of the country are capitalized: *East, West, North, South. He lives in the South.*
 - b. School subjects are not capitalized unless they are derived from the names of countries: *English, geography, art.*
 - c. Proper adjectives such as *American, European, Indian* should be capitalized.

11. The punctuation necessary for eighth year writing is important.
 - a. The comma should be used to separate a series, before the conjunction, *and* between the last two parts of a series, to set off an appositive, before the conjunction when it connects two independent clauses, to set off parenthetical expressions.
 - b. The hyphen should be used to divide compound numbers, to divide a word between its syllables at the end of a line, and in compound adjectives.
 - c. Quotation marks should be used to inclose titles of pieces from magazines. Titles of books and magazines should be underlined.

B. Activities

1. By diagnostic tests and reviews over the materials of the seventh year, discover the weaknesses of the pupils and drill on them.
2. Continue to develop the pupils' power to use the writing taught in the seventh year.
3. Continue to practice on making varieties of sentences.
4. Paragraph development should continue.
 - a. The topic sentence or central idea should be stressed.
 - b. Paragraphs built upon a very simple outline should be written.
5. The writing of social letters from the point of view of interest should be stressed.
 - a. Stress the importance of the courtesies of writing.
 - b. Make letters reveal the writer's personality.
 - c. Study postal regulations.
6. Notes and invitations should continue to be written.
 - a. Continue with the work as suggested in year seven.
 - b. The formal note may be introduced.
 - (1) Discuss the use of the formal invitation in school and out.
 - (2) Point out that formal invitations are written and answered in the third person, that they are brief and exact as to date and place, that

the answer repeats the date mentioned in the invitation, that names and dates are written in full, and that white stationery is used for invitations.

- (3) Give the pupils a good example for the formal invitation and reply.
 - (4) Have pupils write the following: (a) a formal invitation for the school to issue, (b) a formal acceptance to this invitation, (c) a formal invitation to your mother to a tea planned by the class or club.
7. Business letters should be developed.
- a. Show several good examples to the class.
 - b. Teach the points needed in letters of application.
 - (1) Be definite and brief, neat and legible.
 - (2) Use a generally accepted form and be courteous.
 - (3) Give necessary personal characteristics, education, and experience.
 - (4) Include information which the advertisement requests.
 - (5) Give references.
 - c. Ask the pupils to answer advertisements such as the following: (1) WANTED—Delivery boy for meat mkt., after school and Saturdays. Ans. by mail. O. N. Brown, 132 Oak St.; (2) WANTED—Girl to take care of two children after school, 3 days wk. Write to Mrs. A. K. Johnson, 1432 Elm St.
 - d. Give assignments such as: (1) Clip from a local newspaper an advertisement, and bring it to class to answer. (2) Write to your principal asking permission to use his name as a reference. (3) Write to a teacher asking for a recommendation. (4) Write a letter asking for information about summer camps. (5) Write a letter requesting bulletins of value for other classes. (6) Write a letter ordering items for school or home.
8. Continue with practice on announcements, and correlate them with speech.

9. Correlate as much as possible the work on reports, explanations, and minutes with club and classroom activities.
 - a. Reports and explanations should be clear and well organized.
 - b. The minutes of a meeting should be dignified, written neatly and accurately, and should include: (1) time and place of last meeting, (2) name of person presiding, (3) summary of what took place, (4) mention of motions presented and action taken, (5) formal closing phrase, "Respectfully submitted," and the secretary's signature.
10. The work for the school paper should continue.
11. Composition may be correlated with literature.
 - a. The following suggestions for writing may be accomplished: (1) summaries of stories read, (2) brief comments about stories or poems read, (3) letters recommending books, (4) simple characterizations, (5) writing of simple plays based on a story or a narrative poem, (6) a character from one book writing to a character in another book.
12. Experimental writing may be used as enrichment.
 - a. A magazine or little booklet may be made which represents the original writing of *all the members of the group*.
 - b. The following assignments may be written: (1) Portray a personal experience or a word picture of interest to others. (2) In not more than two paragraphs try to make your readers feel sympathy, joy, sorrow, terror, or some other feeling in a story based on a suggested title or on one of your own choice.

C. General suggestions

1. Work in vocabulary should be brought in wherever necessary.
2. The short composition is especially important in the junior high school years. The period just preceding the writing should be a laboratory period in which the assignment, individual problems, and the necessary fundamentals should be discussed. As a rule

the pupils should be uninterrupted during the short actual writing of the first draft. Laboratory teaching again should begin at the end of the first writing. During this time the pupil should revise his paper for final copying. The laboratory periods are the teaching periods. After the paper has been turned in, the pupil should not rewrite it except on the basis of special privilege. As a rule new and fresh assignments of writing should be made if certain fundamentals have to be retaught.

3. Almost all of the writing should be done under teacher supervision.
4. Short compositions written frequently are better than long ones written at long intervals.
5. Teachers should not assign any more written work than they can check profitably. They may utilize pupil checking, but they should remember that a pupil can check only what he knows, and sometimes he is not capable of doing even that.
6. Teachers should use the good drill materials to be found in the textbooks rather than spend energy and time writing materials for that purpose on the blackboard. A great deal of the time teachers use before class putting materials on the blackboard may be very profitably used in chatting with the pupils. The blackboard should be kept relatively free for demonstration purposes, special work, and for pupil use.
7. Teach writing from the courtesy point of view. Writing should be an unselfish procedure in that it is for the enjoyment or information of someone else. It should be readable.
8. Writing is a skill in thinking. Planning, outlining, therefore, should come before the actual writing, not afterwards.
9. Accuracy and correctness should be stressed first; fluency should come later.
10. Teaching again what is definitely known is wasting time. Pretesting is, therefore, vitally necessary.
11. Short, vigorous, frequent drill is the best type.

12. Keeping a diary of individual pupil activities in writing is very important.
13. All the materials of the classes in the school furnish sources for compositions.
14. All teachers should know what is being taught in preceding English classes and should see that the pupils in their classes practice what has been taught.
15. All teachers should watch for the weaknesses of pupils, record them, and pass them on to the English teacher. Teachers in this case should disregard points that have not been taught in either the seventh or eighth year.
16. All teachers should see that their pupils are growing in sentence sense and are using end punctuation marks.
17. All teachers should confer with the English teachers about points which would facilitate teaching in social studies, science, etc., if they wish the points to be taught in English classes.
18. Some schools have English "games" which make students English-conscious. For example, students may listen to mistakes of classmates, drop the errors into a box which they open at specified times; they then correct each mistake found there.

WRITTEN COMPOSITION AND GRAMMAR FOR THE NINTH YEAR

I. Sentences

A. Outcomes

1. By the end of the ninth year there should be complete mastery of end punctuation marks. This indicates a realization of sentence sense.
 - a. There should be a recognition of clauses as expressing thought relationships.
 - b. Exactness in the expression of thought should be the aim.
 - c. The pupil should know the value of simple, compound, and complex sentences in connection with meaning rather than as sentence labels.
2. The parts of speech are vitally important in the exactness of expression.
 - a. Nouns
 - (1) The possessives such as *Jones's*, *Dickens's*, etc., should be learned.
 - (2) The following plurals should be mastered: *cargoes*, *echoes*, *mosquitoes*, *tomatoes*, *volcanoes*, *potatoes*, *cries*, *oases*, *pianos*, *solos*, *sopranoes*, *handfuls*, *spoonfuls*, *Misses*, *Joneses*, *Charleses*, and plurals of figures and symbols.
 - b. Pronouns
 - (1) The following aspects of the use of the relative pronouns, *who*, *which*, and *that*, should be taught: (a) case uses of *who*, (b) introduction of clauses and reference to antecedents, and (c) agreement with the antecedent in gender and number.
 - (2) The values of the interrogative pronouns, *who*, *which*, and *what*, should be brought out.
 - (3) Case uses and agreement of pronouns should be stressed.
 - (4) Much drill must be given on the case use of the appositive. He brought it to *us* boys.
 - (5) Stress the indefinite pronouns as being singular in number. The verb used in connection with them and the pronoun referring to them are singular.

- (6) Drill on the case of the pronoun used in unfinished clauses. She is taller than *I* (am tall).
- (7) The *self* compounds may be taught.
- (8) The pronoun as possessive without the use of the apostrophe should be stressed.
- (9) Teach the objective pronoun as the subject of an infinitive.

c. Verbs

- (1) There should be drill on the agreement with the indefinite pronoun.
- (2) The use of the verb in expressing an idea contrary to fact should be taught: *if I were you*.
- (3) Stress the agreement of verb and subject, especially where groups of words intervene.
- (4) Teach the use of the verb in sentences beginning with *there*.
- (5) Stress the use of the auxiliary and the participle.
- (6) Emphasize the use of the linking verb with the adjective.
- (7) Teach the use of the adverb with an action verb.
- (8) Stress the use of the action verb with an object.
- (9) Teach the use of the infinitive and participle for variety. Teach the fact that they are both capable of having an object.

d. Adjectives and adverbs

- (1) Teach comparison.
- (2) Point out the ones that cannot be compared: *genuine, square, round*, etc.
- (3) Avoid the double comparative.

e. Conjunctions

- (1) Point out the use in coordination and subordination.
- (2) Teach how conjunctions show the direction of thinking and give exactness to expression.

Example:¹ What happens to the mother's promise with the use of each conjunction in the following:

Yes, you may go to the movie
after the dishes are done.

when your father comes home.

unless you misbehave in the
meantime.

if you have fifty cents.

but you will have to earn the
money.

and you may also stay down-
town for dinner.

which shows life on the Byrd
expedition to Little America.

(3) Teach the correlatives, *either—or* and *neither—nor*.

(4) Teach *as if* and *as* as opposed to *like* as conjunction.

f. Prepositions

(1) Drill upon *like* as a preposition.

(2) Teach the meaning of *in*, *into*, *between*,
among, etc.

3. Correct usage tends to produce exactness in thinking.

- a. Place special emphasis upon a review of the things taught in years seven and eight. A diagnostic test over the materials for each year and a check on the written work of each pupil will disclose the weaknesses which need to be cleared up. These should be divided into weaknesses of the group and those which are individual. Adequate drill should then be used. As much as possible leave fine discriminations and exceptions to the rule to be discussed as the need arises in the senior high school. For example, it is better to teach definitely the use of the comma to separate clauses of a short compound sentence, when the conjunction is expressed, than to teach the group that sometimes it is necessary

¹*The Secondary School Curriculum*. Bulletin No. A-1, "English for Junior High School Period," State of Minnesota, Department of Education, St. Paul, Minnesota, 1933.

to use the comma in this way in order to make the meaning clear.

- b. There should be a mastery of all irregular verbs taught in grades seven and eight. Emphasis should be placed upon the list below. In list A the word itself indicates past time. In list B some form of *have* or *be* should be used with the word.

A	B	A	B
blew	blown	rode	ridden
mistook	mistaken	stole	stolen
sprang	sprung	shook	shaken
woke	wakened	drew	drawn
arose	arisen	wove	woven
lost	lost	sprang	sprung

- c. There should be mastery of the principle suggested in each of the following sentences:

- (1) Each of the girls brought *her* own lunch.
- (2) Each of the boys *sings* well.
- (3) Either John or Mary *is* at home.
- (4) Everybody thought of *his* work.
- (5) We *surely* thought we were going fast.
- (6) I feel *bad* about it.
- (7) The rose *smells* sweet.
- (8) I wish I *were* you.
- (9) She is the *smaller* of the two.
- (10) He is the *smallest* boy on the team.

- d. Distinctions should be made in the use of the following pairs: *as* and *like*, *as if* and *like*, *as though* and *like*, *between* and *among*, *in* and *into*, *its* and *it's*, *learn* and *teach*, *leave* and *let*, *real* and *very*, *their* and *there*, *your* and *you're*, *whose* and *who's*.

B. Activities

1. Give diagnostic tests and reviews over the materials of the seventh and eighth years to discover weaknesses.
2. Drill on weaknesses discovered through the tests and reviews.
3. Give much practice on those things which should become correct habit.

4. Select from social studies, science, etc., materials to illustrate the thinking in different types of clauses.
5. Stress variation in the use of clauses as a growing-up process, as adult thinking. Examples such as the following may be used:

When the dam burst, everyone scrambled for high ground.

not

The dam broke, and everyone scrambled for high ground.

Susan, who had worked hard, was given a vacation in the mountains.

not

- Susan had worked hard, and so she was given a vacation in the mountains.

Farmers suffered because there was a drop in prices.

not

Farmers suffered, and there was a drop in prices.

6. See that the pupils use this variation of clauses and sentences in their letters, announcements, news articles, and in all their oral and written composition.
7. Teach intransitive verb combinations together—*lie* and *sit*.
8. Teach transitive verb combinations together—*lay* and *set*.
9. In teaching the predicate adjective use examples. *This tastes good; the rose smells sweet; she feels bad.*
10. Use many correct examples for all principles taught.
11. Use many sentences in which a choice has to be made in order to find the correct principle.

Example: The man handed the reward to *I—me*.

It is important that the pupil know why he made the choice. This indicates his ability to correct himself and to proofread.

C. General suggestions

1. Stress should be placed upon the actual use of sentence variation in all school oral and written activities.
2. The pupil should understand the principles back of usage so that he may be able to make his own corrections and to test himself.
3. All teachers should watch especially to determine that pupils use the correct form of irregular verb.

II. Written expression

A. Outcomes

1. Pupils should advance in their use of all types of writing suggested for years seven and eight.
2. The writing of two or more well-connected paragraphs should be stressed.
3. Pupils should develop skill in the taking of notes.
4. Sentence outlining and summarization should be taught. Topical outlining may be taught if it is requested by other departments.
5. Pupils may attempt the writing of precis.
6. Pupils should work on writing their ideas clearly and logically.
7. Pupils should learn to write their own personal experiences interestingly, using necessary detail and a good choice of words.
8. New uses in capitalization should be introduced: names of places in the community, state, and nation; abbreviations, etc. Teach against over-capitalizing.
9. The end-of-sentence punctuation should be mastered. The comma should be used after *yes* and *no*, to set off quotations and parenthetical expressions, and before the *for* which connects two clauses. Pupils should be able to punctuate conversation, several sentences within one set of quotation marks, and several paragraphs. They should learn to use the colon before an itemized list.

B. Activities

1. Diagnostic tests and reviews should be given over the materials of years seven and eight.

2. An advanced quality of work should be done in the writing of social and business letters, informal notes, etc.
3. Instruction in note-taking may be given, using the materials of social studies, science, and literature.
 - a. The purpose is to summarize and to aid in remembering.
 - b. Discussion about note-taking should cover where to keep notes and guides for the taking of them.
 - (1) Notes may be kept in loose leaf books, alphabetized notebooks, or on 5" by 3" cards.
 - (2) The pupil should listen to the lecture and write down in simplified form the main points that he needs to remember.
 - (3) The pupil should read the entire article, go back and make a brief outline of the main points, insert details under the main points, and use quotation marks around all passages quoted exactly.
 - (4) A normal outline form, a summarization, or precis may be used.
 - (5) A strict outline need not be used, but indentation and subpoints help in visualizing.
 - (6) The pupil should be accurate, select only essential ideas, use his own words, use abbreviations, be exact, write legibly, and should make his outline so clear that he can read it easily months later.
4. Pupils may take notes on articles read to them, lectures, oral reports, book reviews, announcements, articles read in magazines and books, and may make notes for written composition and for talks.
5. Note-taking, because of its informality, may precede formal outlining.
6. The summarization and the sentence outline should be used often by the pupils.
7. While the sentence outline is more intelligible for high school pupils, the topical outline may be taught especially if it is requested by other teachers.

8. The following technical points about outlining should be practiced: (a) Keep corresponding numbers and letters in vertical columns. (b) Capitalize the first word of each topic. (c) Place a period after each number and letter and at the end of each sentence. (d) Never write an "A" without a "B" following it, or a "1" without a "2" following it. (e) All main topics must be expressed in similar form. If I. is a sentence, II. and III. must also be sentences.
9. Pupils may make outlines explaining how to build or make something; they may outline a magazine article or make an outline for a narrative account; or they may outline chapters of social studies and science materials.
10. Pupils may practice their writing of the precis, an exact, brief abstract of a longer article.

To write the precis the pupils should read the selection carefully; select the central ideas; condense the central ideas in their own words; and compare these with the original thoughts to see whether they say exactly the same thing in brief form. The precis should be about one-third as long as the original.

11. Pupils should use the summary.
12. Give the pupils the topic and transition sentences for four paragraphs, and let them write the article.
13. Practice in recognition of topic and transition sentences in magazine articles should be given.
14. Work on the school paper should continue.
15. Experimental writing may culminate in making a booklet or magazine.
 - a. Correlate with literature and speech.
 - b. Stories, poems, personal experiences, anecdotes, myths, school stories, essays, etc., should be written.

C. General suggestions

1. All teachers should be familiar with the work for years seven, eight, and nine.

2. Writing serves a useful purpose which may be utilitarian or an expression of imaginative, emotional reactions.
3. A wise teacher will keep on file materials written by her classes which she may use as models for other groups.
4. The teacher should hold all experimental writing as confidential until the pupil is willing to have his material read to an audience.
5. If a pupil is allowed to wait until "the spirit moves him" before he learns to write, he may actually become mentally lazy.
6. A small amount of writing well done is worth more than a large amount carelessly done.
7. Teachers may enjoy writing along with their pupils.
8. Teachers should see to it that there are plenty of dictionaries for the pupils to use during a writing or reading period. Ideally there should be a dictionary for each pupil.
9. In order to obtain books, pamphlets, and other helps on English, all English teachers should join the National Council of English, 211 West Sixty-eighth Street, Chicago, Illinois.

COMPOSITION AND GRAMMAR FOR THE TENTH YEAR

I. Sentences

A. Outcomes

1. There should be habitual use of complete sentences with elimination of the use of the comma splice, run-on sentences, and fragments.
 - a. These complete sentences should be formulated into well-organized paragraphs.
 - b. The sentence should emphasize exactness of thought, clarity, strength, and variety.
2. The parts of speech contribute to the sentence.
 - a. Nouns
 - (1) Emphasis should be placed upon the spelling of the possessive singular and plural.
 - (2) Emphasis should be placed upon the spelling of genitives of connection.
 - b. Pronouns
 - (1) Pupils should continue with the correct use of the pronoun as subject, predicate pronoun, object, appositive, and in compound subjects and predicates.
 - (2) The correct use of *who* and *whom* should become habitual especially in writing.
 - (3) The use of the possessive pronoun and of the apostrophe with contractions should be stressed.
 - (4) Pupils should be skillful in the use of the pronoun after *than* and *as* in unfinished clauses.
 - (5) A pronoun which refers to an indefinite pronoun should agree with it in number.
 - c. Verbs
 - (1) There should be emphasis upon the use of the auxiliary with the past participle.
 - (2) Much drill should be used in connection with weaknesses shown in the use of any irregular verb.

- (3) Agreement should be stressed, especially in cases where groups of words separate subject and predicate.
- (4) The use of *were* in contrary-to-fact ideas should be watched.

d. Phrases

- (1) Prepositional and participial phrases should be used for exactness and variety.
- (2) The dangling participle should be avoided by placing the phrase close to the part it modifies.

e. Clauses

- (1) Skill in the use of the dependent clause makes for exactness and variety.
- (2) Clearness of expression may be gained by placing the clause close to the part it modifies.
- (3) For variety such conjunctions as *although*, *as*, *but*, *for*, *since*, *unless*, *when*, and *while* should be used as directions to thinking.

3. Correct usage leads to exactness of communication.

- a. Emphasis should be placed upon the correct usage of all expressions taught in preceding years.
- b. For enrichment pupils may discuss the fine distinction between such niceties as *balance* and *remainder*, *continual* and *continuous*, *compare with* and *compare to*, etc.

B. Activities

1. Careful diagnostic testing, reviewing and reteaching of materials for the preceding years should be done.
2. Drill on all weaknesses must be carried on.
3. Conduct exercises in which the pupil learns to recognize his own mistakes and to criticize himself.
4. Develop charts and graphs through which the pupil can see his own progress.
5. Develop exercises and tests in which the pupil can do his own scoring.
6. As practice, let pupils formulate exact sentences from loose ones.

Loose: My brother was detained in Europe at the beginning of the war, and he tells us exciting stories about getting home.

Exact: My brother, who was detained in Europe at the beginning of the war, tells us exciting stories about getting home.

7. Many examples of misplaced modifiers may be rewritten.

Examples: My uncle said that he was coming to visit us on a postcard.

I borrowed a fountain pen from a girl that was filled with red ink.

8. Pupils may use different conjunctions in sentences, pointing out the direction the thought takes when each conjunction is used.

C. Suggestions

1. All teachers should realize that especially in the tenth year pupils broaden considerably in their thinking. When pupils experiment in expressing their thoughts, they will make many obvious errors. Teachers should be *sympathetic* but *firm* in helping these pupils to improve their English. No child should be discouraged from the attempt to express the wider range of his thought.
2. Many materials of functional grammar have been taught in the junior high school years, but they have not been completely mastered. In the senior high school the aim should be to maintain skills already acquired and to strengthen correct habits.
3. Correlate, as much as possible, sentence work with the pupil's own writing.

II. Written expression

A. Outcomes

1. Pupils should be able to write conversation.
2. There should be a mastery of all punctuation marks taught in preceding years. The use of the semicolon, colon, single quotation marks, and the comma after the introductory adverbial clause should be stressed.

The semicolon should be used to separate clauses joined by *therefore*, *consequently*, and *however*; to separate two independent clauses or two long parts of an involved sentence when commas are used within the parts. A comma should be used after *therefore*, *consequently*, *however*, when they separate clauses.

3. There should be complete mastery of all capitalization taught in preceding years.
4. Work on the writing of several connected paragraphs should be stressed.
 - a. The following points should be brought out: (1) interesting beginning and emphatic ending, (2) outstanding development, and (3) the topic sentence as the unifying basis.
 - b. Variety in methods of development should be practiced.
 - c. One central idea should be developed.
 - d. The use of transition words and sentences should be used.
5. Students may write informal essays.

B. Activities

1. All forms of writing taught in previous years should be refined.
2. Give many types of topic sentences to be developed into paragraphs.

Horses often go wild from eating loco weed.

One minute to play, and the score stood seven to seven!

There are many ways in which we may improve our study habits.

Indian Smith once proved that snakes have sense.

3. Let the pupil question himself in order to test his ability in writing paragraphs.¹
 - a. What kind of treatment does this topic sentence require: a story or an illustration; facts proving it; other treatment?

¹The Secondary School Curriculum and Syllabi of Subjects, Bulletin No. B-1, Senior High School Period, State of Minnesota, Department of Education, St. Paul, Minnesota.

- b. How can I group and arrange my ideas to make them clear to the reader?
 - c. Which idea will make the most striking opening?
The most effective close?
 - d. How can I make my thoughts run smoothly?
 - e. What words can I use which will give the effect I wish to produce?
4. The pupil should use such expressions as the following for linking one sentence to the next or one paragraph to the following one: *for this reason, however, in the meantime, moreover, now, likewise, nevertheless, therefore, etc.*
5. Pupils should write description.
 - a. Make lists of modifying words which could be used in describing a particular thing.
 - b. Make lists of colorful verbs to help in describing an action.
 - c. Observe a thing or action closely and attempt to describe it.
 - (1) Check the results by asking questions.¹
 - Did I observe carefully before writing?
 - Did I describe from one particular point of view, and that a favorable one?
 - Did I make use of concrete details to make the picture vivid?
 - Did I use words effectively in presenting the picture to others?
 - d. Use words which appeal to the senses: a *sparkling* waterfall, a *slimy* eel, the *roaring* airplane, an *acrid* medicine, a *pungent* odor.
6. Bring in contrasting sentences and paragraphs to show the strength of one and the weakness of the other.
7. Experimental writing should be used often to stimulate observation and to develop individuality and imagination.

¹The *Secondary School Curriculum and Syllabi of Subjects*, Bulletin No. B-1, Senior High School Period, p. 30, State of Minnesota, Department of Education, St. Paul, Minnesota.

C. General suggestions

1. All teachers should know what materials have been taught in the preceding years and should emphasize practice in them.
2. All teachers should cooperate with the English teachers to see what new materials are being taught and then see that the pupils put these into practice.
3. Stimulate pupils to take a keen interest in their own powers of effective expression in order to gain real pleasure in speaking and writing.

COMPOSITION AND GRAMMAR FOR THE ELEVENTH YEAR

I. Sentences

A. Outcomes

1. Pupils should use correctly all sentence work taught in preceding years.
2. They should express their thoughts in a mature way by using subordinate clauses.
3. Sentences used should be well balanced in structure.
4. Pronoun reference should be clear.
5. A variety of sentences should be used.
6. Pupils often should discuss acceptable usage.

B. Activities

1. See that correct sentences are used in written work required by all departments.
2. Give tests and reviews over all materials taught in preceding years.
3. Drill and practice sheets should be used.
4. Work on sentences in which clauses interrupt the main thought.
5. Individual work should be stressed for those who need it.
6. Show how gerunds and infinitives make for variety in sentence structure.
7. Show the use of the possessive preceding the gerund.
8. Experiment in the building of involved and interesting sentences by using the different types of phrases and clauses.
 - a. Revise sentences that are not clear.
 - b. Discuss the principle involved in each sentence revised.
 - c. Use various ways of combining many ideas.
 - (1) I struck furiously. I hit the ball. I ran blindly. I made a home run. Having struck blindly and hit the ball, I ran blindly, making a home run. I struck furiously, hit the ball, ran blindly, and thus made a home run.
 - d. Substitute clauses for simple word uses.

C. General suggestions

1. Teachers and pupils alike should become interested in referring to such materials as textbooks on usage, *Current English Usage*¹ and *Rebuilding the English-Usage Curriculum*.²
2. English teachers should refer liberally to the best textbooks for materials with which to enrich their teaching.

II. Written composition

A. Outcomes

1. Pupils should use habitually all punctuation and capitalization taught in previous years.
2. The longer written paper should be stressed according to the ability of the pupil.
3. Personal, actual, and imaginative experiences should be written.
4. Papers involving note-taking and research should be written.
5. Pupils should continue to write precis, summaries, social and business letters, and sketches.
6. Work should continue in writing for the school paper.
7. Pupils should learn to write telegrams.
8. Greater skill in note-taking should be developed.
9. Greater skill in summarization should be developed.
10. Greater skill in outlining should be developed especially if it is needed in other classes.
11. Pupils should learn to make a bibliography.
12. Experimental writing should be distinctly a part of the eleventh year work especially as it may be correlated with literature.

B. Activities

1. Use the method of diagnostic testing and reviewing all materials previously taught.
2. Reteach those materials not learned.

¹Leonard, S. A., "Current English Usage" (Leonard Memorial Monograph), 1932, National Council of Teachers of English.

²O'Rourke, L. J., *Rebuilding the English-Usage Curriculum to Insure Greater Mastery of Essentials*, The Psychological Institute, Washington, D. C., 1934.

3. Use many drill and practice sheets on capitalization and punctuation.
4. Write real or imaginary experiences on such subjects as "My First Ride in an Airplane," "Thoughts upon Seeing a Strike."
5. Stress vocabulary. (See the section on word study.)
6. Stress spelling. (See the section on spelling.)
7. Stress style in both the social and the business letters.
 - a. Originality, newness, humor, and the personal touch should be emphasized in the social letter.
 - b. Dignity, vigor, briefness, clarity, directness, and courtesy must be stressed in the business letter.
 - c. Avoid triteness and old-fashioned phrases.
 - d. Avoid allowing social letters to degenerate into the "Well, Old Thing, must dry up now" type.
8. Use every opportunity offered in school activities to write invitations and notes.
9. The pupil should learn to use the simple proofreading signs in order to correct his own paper and those of others.
10. In writing a long subject, the pupil should learn to limit his subject.
 - a. Discuss and limit such subjects as Sports, Laws, Literature of the Renaissance, Music, Education.
 - b. Stress the central idea.
 - c. Experiment in choosing attractive, vital, and meaningful titles for the written composition.
11. Practice putting thoughts in order by using the sentence outline or summarization.
12. Work on using simple language rather than "fine writing."
13. Stress writing about things and actions observed.
 - a. Rewrite for definiteness such sentences as the following:

It was a *roundish* object.

We ran *some distance* to catch the train.

I like the book because it is *interesting*.

- b. Rewrite long wordy sentences to make them exact.

Our materials were scattered hither and yon by a seemingly vigorously blowing wind.

- 14. Practice writing instructions and directions exactly.
- 15. Pupils should check each paper for shift of time.
- 16. Practice writing connected paragraphs using the types suggested in the seventh year, page 73.
- 17. Practice writing opinions—the informal essay.
- 18. Practice writing materials based on research. Subjects from other classes may be used.
- 19. Write telegrams, day letters, night letters, and cablegrams.
 - a. Discuss the length, style, and value of each.
 - b. Discuss clearness without the help of punctuation.
 - c. Find out about rates, sending money by telegram, spelling of numbers, speed, etc.
- 20. Write papers showing different points of view.
- 21. Write a good argument supported by facts and reasons.
- 22. Summarize assignments in other classes, books, and talks given by pupils.
- 23. Write stories, poems, impressions, etc.

C. General suggestions

- 1. Pupils in the eleventh year are immature in writing unless they can write several well-rounded connected paragraphs in an interesting fashion comparatively free from errors.
- 2. The length of the theme required should vary with the ability of the pupils and with the materials in a given community. In some schools a thousand-word theme is feasible, while in other schools several themes from 350 to 500 words are preferable. In any case, labored compilations of uninteresting data, poorly digested by the pupil, should be definitely discouraged. Three paragraphs of straightforward presentation of ideas or information meaningful to the writer are more to be

desired than twenty pages all but copied from authorities.¹

3. The teacher should realize that motivation is necessary in all school work which requires serious effort on the part of the pupil. She should not leave this motivation to accident or incident. Work should be carefully planned, and pupils should do it as well as they are capable of doing it.
4. All teachers should be vigilant in checking the pupils in their classes to see that good language habits are being maintained. When pupils are not practicing good language habits, they are stressing bad ones.
5. A suggestion for a unit which proves very successful is the organizing of a three weeks' unit during which a student makes a booklet presenting all the informational material about the vocation in which he is most interested. Three weeks before the unit is started, the pupil confers with the teacher, writes for information and collects all the available material before finally preparing his illustrated booklet which he writes and rewrites until it is correct and good enough in form to be read by the class or displayed in exhibits. A great deal of interest is exhibited, and a great deal of grammar is actually learned when students really *want* to write about their interests.

¹*The Secondary School Curriculum and Syllabi of Subjects*, Bulletin No. B-1, Senior High School Period, State of Minnesota, Department of Education, St. Paul, Minnesota.

COMPOSITION AND GRAMMAR FOR THE TWELFTH YEAR

I. Sentences

A. Outcomes

1. In all classes pupils should use habitually all the fundamental skills developed in preceding years.
2. Pupils should make habitual the use of interesting sentences expressing clear, exact, and complete thoughts.
3. Correct usage should develop.

B. Activities

1. Give diagnostic proofreading tests over materials previously covered.
2. Give tests covering the actual writing of the types of sentence work covered in previous years.
3. Introduce all the advanced study of sentences and grammar thought necessary to enable pupils who are to attend college to do their work better and with ease in their college years.

C. General suggestions

It may be necessary for a few weeks to conduct a review class in grammar and composition in the twelfth year. This will not be necessary if the work of preceding years has been taught thoroughly. There will be some exceptions to this as, for example, work with pupils who are transient, those who have been absent a great deal, and those who seem to wake up late to their possibilities of learning.

II. Written expression

A. Outcomes

1. Types of materials presented in previous classes should be stressed.
2. More accurate writing of letters should be accomplished.
3. Pupils should distinguish between fact and personal opinion.
4. Pupils should distinguish between argument and "wishful thinking."

5. The term paper may be introduced.
6. Papers concerning the commencement season may be written.

B. Activities

1. Test and review as usual.
2. Stress individual work as much as possible.
3. Write actual business letters that the pupil expects to write anyway: for bulletins, catalogues, information from colleges, to prospective employers.
4. Have pupils challenge each other to distinguish between fact and mere personal opinion in informative papers.
5. Teach argument as sound reasoning.
 - a. For discrimination, give examples of good and poor argument.
 - b. Try to lead the pupil to see wishful thinking, rationalization, and prejudices.
 - (1) Try to think of beliefs that are "wishful thinking." Revise these in writing so that they state the truth.
 - (2) Make a list of what seem to be prejudices. Rewrite these so that they become reasonable thinking.

People who read are bookworms.

People who believe in fostering what has been tested and found good are traditional.

It is more important to go to moving pictures than to read books.

6. From a suggested list, allow a pupil to choose a subject for a term paper. Explain the use of title, subheads, footnotes, bibliography. Emphasize the quoting of exact materials copied.
7. Try to introduce originality, interest, and value into materials for class day, the class will, prophecy, class history, speeches, etc.

C. General suggestions

1. A short drill period may be held at the beginning of each English period two or three times a week as

there is a need for it. Short vigorous drill is better than prolonged drill. The drills noted here are merely suggestive. The teacher should make her own drills to fit the needs of her class. The length of the drill also depends upon materials and needs.

2. As a time-saver and to make for efficient teaching, teachers should use the very best modern textbooks in English in their classes. Much drill material and many self-helps and other types of tests will be found in them.
3. Panels, round tables, and debates should be carefully planned, and much of the material should be outlined and written in advance before it is presented. Every effort should be made to eliminate "wishful thinking," false reasoning, and prejudice from such activities.
4. Teachers should always keep in mind that the purpose of the English class is to lead the pupils to speak better, to write better, to read better, and to think straight.
5. Teachers should lead pupils to realize that real study has enriching influences.

Since I can never see your face,
And never shake you by the hand,
I send my soul through time and space
To greet you. You will understand.
—From “To a Poet a Thousand Years Hence”
by James Elroy Flecker.

WORD STUDY

Word study should be taught not only in connection with oral and written composition and literature but also by means of additional time allotted for definite instruction in vocabulary development. Pupils should find this work enjoyable and useful and should acquire an increased interest in and knowledge of many of the more powerful and expressive words which make up their native tongue. They should be taught to discriminate between words and select those which most accurately and effectively express their thoughts.

I. Outcomes

- A. To develop a better understanding, a greater interest in, and a desire to use vivid and accurate words through a knowledge of prefixes, suffixes, roots and stems, derivatives, homonyms, synonyms, and antonyms is important.
- B. It is necessary to increase the ability of the pupils to pronounce accurately and enunciate distinctly the commonly mispronounced words.
- C. To help pupils to acquire a knowledge of the formation of words and the method of syllabifying them will increase efficiency.

II. Activities

- A. Pronunciation and enunciation must be developed.
 1. Drill on *wh*, *ing*, *ng*, and other sounds.
 2. At each grade level formulate from the pupils' vocabularies and from their reading a list of words commonly mispronounced or enunciated indistinctly. Require the mastery of them. Care should be exercised not to make each list too long.
- B. Prefixes and suffixes should be studied.
 1. Discuss the meaning of *prefix* and *suffix*.
 2. Point out the way in which prefixes and suffixes change the meaning of words.
 3. Make a short list of prefixes and suffixes found in the words most commonly used by students at each grade level for study and mastery.
- C. Root and stem words are especially important.
 1. Point out the value of knowing root words as an aid to attempting to determine the meaning of words without having to refer to the dictionary.

2. Select a list of the most interesting common stems and roots for class study and use.
- D. Derivatives and history of words lend interest to word study.
1. Stimulate interest in words by learning the sources from which some of the most interesting words come. The following list will be found stimulating:
- | | |
|------------|--------------|
| candidate | currant |
| atlas | hippopotamus |
| meander | jersey |
| coffee | Shetland |
| tobacco | journey |
| merceroize | salary |
| bedlam | dandelion |
| tantalize | volcano |
| cereal | pretty |
| automobile | candy |
| dahlia | wigwam |
| copper | telephone |
| sandwich | curfew |
| zero | tulip |
| apron | cafe |
| wizard | route |
| disaster | vacation |
- E. Work with homonyms can be made interesting.
1. Discuss the meaning of *homonym* and the necessity of being able to use the correct homonym.
 2. Make a list of homonyms that pupils find confusing. Care should be exercised to stress only those homonyms that are causing trouble.
- F. It is very important that pupils learn to use synonyms.
1. Point out the vividness of well selected synonyms in contrast to the monotony of repetition.
 2. The following list of overworked words common to the language of junior and senior high school pupils affords interesting drill in the study of synonyms:
- | | | |
|-------|---------|--------|
| get | great | sure |
| break | swell | lovely |
| very | awfully | good |
| fine | pretty | nice |
| | | cute |

G. Antonyms should be studied.

1. Try to have pupils realize the unlimited possibilities of the use of antonyms.
2. Select antonyms from pupils' vocabularies and arouse a desire to increase their vocabularies by means of adding more antonyms.

H. Syllabication is important in both writing and speaking. After pupils have acquired an understanding of roots, prefixes, and suffixes, a few of the important rules for syllabication can be easily learned. The most essential ones are:

1. A word pronounced as one syllable should never be divided even though a syllable has been added. (hoped, drowned)
2. Prefixes, suffixes, and roots of words are in themselves syllables. (de-duct-ed)
3. When a consonant at the end of a word is doubled before adding a suffix, the division comes between the doubled letter. (stop-ping)
4. When a double letter occurs at the end of a word, the suffix forms a syllable. (stroll-er)
5. A syllable of one letter should never be written by itself at the end of a line. (a-bove)
6. In words like *probable*, the final "le" is joined to the preceding consonant to form a syllable. (pro-ba-ble)

III. General suggestions

- A. In the study of prefixes and suffixes, the present meaning of words in relation to the original meaning should be stressed.
- B. Language games such as "spell-downs," baseball, etc., make the study of homonyms, antonyms, roots, and stems interesting.
- C. Especially at the junior high level, the lists of prefixes, suffixes, and roots for each lesson should not be too long.
- D. In some localities in Colorado there are groups of pupils handicapped in the knowledge of, the recognition of, and the use of many very common English words because another language is spoken and written at home or be-

cause English is spoken very brokenly. The individual's puzzled look of noncomprehension or hastily mumbled use of an ordinary word usually betrays his handicap. This becomes even more obvious from his written work where often much more difficult words are correctly spelled and used. Sensitive to ridicule from his fellows, eager to learn, and responsive to any effort to help him overcome his confused use of these common words, such a pupil usually benefits when attention is definitely called to resemblances in pronunciation and differences in spelling and meaning of such common words as: *scene* and *seen*, *blue* and *blew*, *hoarse* and *horse*. Either group or individual growth in the use of such words comes from short, frequent drills—both written and spoken—and from the forestalling of misunderstanding of common words by advance explanation in carefully made assignments.

For use with foreign pupils, teachers might find some help through investigating the ideas underlying Basic English.¹

¹Cross, E. A., and Carney, Elizabeth, *Teaching English in High Schools*, pp. 94-108, The Macmillan Company, New York, 1939.

Ogden, C. K., *Basic English*, Percy Lund Humphries and Co., Ltd., Great Britain, 1930, 1935.

SPELLING

Spelling is a skill subject that ranks in importance with reading, writing, and speaking. Society and the business world demand the ability to spell perfectly. Too often definite instruction in spelling ceases at the eighth grade. As a consequence, pupils in junior and senior high school lose their "spelling conscience" as well as their "spelling consciousness" and fail to maintain many of the skills that have been acquired in the elementary school. Therefore, it is necessary that definite instruction be offered from the seventh on through the twelfth grade if students are to be graduated with a satisfactory knowledge of spelling.

It is important that teachers recognize that emphasis must be placed upon words that have been proved to have a high frequency value in usage rather than upon difficult words that have a low frequency value.

To obtain best results most authorities recommend that not more than fifteen minutes a day or seventy-five minutes a week be spent on spelling at the secondary level.

I. Outcomes

- A. It is necessary to make pupils more conscious of the importance of correct spelling.
- B. Pupils should maintain a "spelling consciousness," that is, an awareness of correct and incorrect spelling.
- C. That pupils maintain a "spelling conscience," that is, a desire to spell correctly as an ideal in correct spelling is important.
- D. It is important that pupils improve their procedure in learning to spell a word.
- E. Pupils should increase the number of words that they can spell.
- F. They should develop proper habits in the use of the dictionary in relation to spelling and should become self-reliant in their attack upon new words.

II. Activities

- A. The procedure of learning to spell is important.

In order to secure the best results, it is essential that an effective way of studying spelling be developed. A carefully prepared and appropriate spelling lesson should

be presented and study and drill carried on under direction in class. Although many pupils will develop their own devices for study, the following procedure, based upon the Horn method, is one of general acceptance:

1. Open your books and look at the words.
 2. Pronounce each word correctly after the teacher, taking care to enunciate each syllable distinctly.
 3. Learn the meaning of all unfamiliar words.
 4. Pronounce each word in a whisper, and write it on paper.
 5. Close your eyes, and try to recall it syllable by syllable.
 6. Write it from memory, and check with the book to see whether it is correct.
 7. Write it again, and compare it with the book.
- B. The material should be carefully selected.
1. Basic scientific lists should be used.
 2. A recent textbook in spelling should be referred to.
 3. Teacher-made lists should be more than guesses.
 - a. These should be lists of words taken from pupils' English papers plus those submitted by teachers of other subjects. These words should be those which are used frequently.
 - b. These words may be checked by scientific lists.
 4. Student-made lists may be used.
 - a. These should be individual lists made and kept by students for mastery.
 - b. These lists should be checked against scientific lists.
- C. Necessary spelling rules may be used.

There are many spelling rules, but teachers are coming to realize that it is more advantageous for students to spend time on learning the spelling of individual words rather than upon the rule. There are two rules, however, that seem practical to learn.

1. A one-syllable word or a word that is accented on the last syllable and ends in a single consonant preceded by a single vowel doubles the final consonant before a

suffix beginning with a vowel. Example: stop, stopping; defer, deferred.

2. A word ending in silent "e" drops the "e" before a vowel but keeps it before a consonant. Example: write, writing; advertise, advertisement.

D. Spelling "demons" should be learned.

A real "demon" is a word of high frequency value as well as one which is difficult to spell. The three "demon" lists at the end of this section have been checked against scientifically made lists of frequency and difficulty.

E. The constant use of the dictionary should be encouraged.

Pupils should be taught to use the dictionary frequently to check on spelling, syllabication, and pronunciation. In order to do this quickly and efficiently pupils should be able to alphabetize words.

- F. Types of spelling tests which may be used are: (1) column, (2) context, (3) multiple choice, (4) proofreading, (5) "spell-downs."

III. General suggestions

- A. Pupils should *see*, *hear*, *pronounce*, and *write*.
- B. Some teachers find that the test-study-test method is more satisfactory than the study-test method, but this must be determined by each individual teacher.
- C. Tests show that words are more easily learned if presented in column form, but the learning of the meaning of words is facilitated if the words are studied in context.
- D. The number of new words in each lesson should be small.
- E. In giving tests, words should be pronounced only once unless the pupil at the time asks for the word again. (Words may then be used in sentences, however.)
- F. All words which have been crossed out or changed should be marked wrong because this shows an uncertainty about the spelling.
- G. Attention should be called to "hard spots" in words only when such difficulties exist for the pupils being taught.
- H. If necessary, the same words should be studied for four or five periods with study and testing periods alternating.

- I. At least three review periods including study and testing should follow the initial presentation of words. Words showing special difficulty should be reviewed a month later, at the end of the semester, and at the close of the year. After each test, the original procedure in learning to spell a word should be followed.
- J. The difficulties of each child should be located by him as well as by the teacher, and as much individual instruction as possible should be given.
- K. Pupils should keep a cumulative list of misspelled words. These words should be the ones used often.
- L. Pupils who make few errors may assist the teacher in helping others learn to spell and in checking papers, or they may spend this time on other work or in reading for enrichment.
- M. Progress charts and graphs often prove conducive to the development of interest in spelling.
- N. There are spelling games, suggested by many textbooks, that prove enjoyable even to high school pupils.

Jones's One Hundred Spelling Demons

ache	cough	hear	once
again	could	heard	piece
always	country	here	raise
among	dear	hoarse	read
answer	doctor	hour	ready
any	does	instead	said
been	done	just	says
beginning	don't	knew	seems
believe	early	know	separate
blue	easy	laid	shoes
break	enough	loose	since
built	every	lose	some
business	February	making	straight
busy	forty	many	sugar
buy	friend	meant	sure
can't	grammar	minute	tear
choose	guess	much	their
color	half	none	there
coming	having	often	they

though	truly	Wednesday	women
through	Tuesday	week	won't
tired	two	where	would
tonight	used	whether	write
too	very	which	writing
trouble	wear	whole	wrote

A Second List of Spelling Demons

across	describe	paid	shown
against	divide	peace	siege
all right	doesn't	perform	speak
almost	exciting	perhaps	stopped
already	finally	perspiration	stopping
altogether	interest	perspire	stretch
around	its	presence	such
asks	known	probably	surprise
bear	later	receive	threw
before	lead	relieve	thrown
bled	led	road	throws
blew	lies	rode	ties
canned	loving	rough	till
canning	modifies	seize	toward
coarse	nineteenth	sense	tries
could have	ninety	sentence	until
cries	occurred	shone	weak
crowd	one's	should have	whose
			would have

A Third List of Spelling Demons

absolutely	cannot	dinner	experience
accept	certainly	discount	factory
account	committee	division	family
acknowledge	considerable	doubt	follow
address	convenience	during	forward
adjustment	cooperation	education	friend
acquainted	correspondence	enclosed	freight
appreciate	customer	entirely	general
arrangement	decided	equipment	gentlemen
balance	definite	especially	getting
being	delivered	evening	government
business	different	everything	hundred

imagine	merchandise	proposition	settlement
immediately	necessary	quite	sincerely
impossible	opening	receipt	special
increase	opinion	recent	statement
inquiry	opportunity	reference	suggest
insurance	original	referred	territory
judgment	particularly	remittance	therefore
January	passed	running	trying
lovely	picture	satisfactory	train
manager	planning	Saturday	various
material	pleasure	secretary	view
memorandum	possible	sense	weather
mentioned	probably	separate	written

"Men work together," I told him from the heart,
"Whether they work together or apart."

—From "The Tuft of Flowers" by Robert Frost.

SPEECH

Basic Principles

Everyday living consists largely of oral communication among people. Speech is a composite of thought, feeling, language, and vocal-bodily expression. General training in speech must be directed toward raising the level of pupil performance in each of these elements, and in co-ordinating them all.

Speech is an inherent part of virtually all education, for giving oral expression to most of that which we know, believe, and feel is a necessary complement to inner elements of learning. If there is no inner learning, there is no real speech; if there is not effective communication of that which we store within, it is of comparatively little value. Anyone who engages in a program of acquiring knowledge, training thought, or regulating and enriching emotions, without also engaging in a program of acquiring better communication as a part of his growth, is not studying the whole process. Likewise, anyone who seeks to improve his communicative ability, without also seeking to enrich that which is communicated, is not studying the whole process.

Speech training must become a part of general education, and general education must remain the basis of speech training. To whatever degree any teacher is enriching the inner equipment of his pupils, he is a speech teacher, giving them basic conditioning for speech. To whatever degree he allows them to mumble, to speak in voices that are too small to be heard or too loud to be pleasant, to be too passive to be interesting or too excited to leave one comfortable, to use a small vocabulary or offensive grammar as they give expression to what they have learned in his classes, he leaves their learning ineffectual, no matter how excellently he may have given them subject learning. Growth in communicative ability is most efficient, and contributes most to other learning, if it attends general learning. Speech training cannot be confined to a special speech class with good results, except for those pupils who wish extensive study, and those who need clinical work.

This course is written in the assumption that most teachers of regular subjects have had little training in speech, but in the assumption, also, that they wish to help their pupils to grow in communicative ability along with other learning. Exercises have been chosen that may be used with profit by one untrained in

speech. Pupils whose speech defects are more complex than can be improved by the exercises here given should be referred to an expert in speech. If no expert is available, any teacher who will lead the pupil to avoid being self-conscious about his defect will be extending to him a great service. People may be interesting in spite of handicaps, but handicaps should be eliminated whenever possible. *All* attention to speech should be so directed that pupils are not embarrassed by their speech difficulties.

It is quite possible that teaching the pupil to meet his handicap squarely and honestly is the best procedure. For example, if a boy stutters, it might be bad for the teacher to suggest that the fact that he stutters is unfortunate and that she knows that the class will be courteous about it. It would also be bad for her to eliminate his talking entirely or to sympathize with the boy in front of the class. It would be much better teaching if she had a conference with the boy to discuss the handicap. In it she might lead him to acknowledge the handicap. Then she could suggest that when he appeared before a group, he could show the audience that although he knew he stuttered and thought it was funny too, he was going to talk regardless. If this type of procedure is followed, the audience will lose its tension, and the boy will probably speak with less stuttering because he is much less embarrassed.

The pupil must be motivated in his speech training by the desire to communicate more successfully—to use his learning in social situations. The emphasis upon good thinking must include thinking with and for the auditor. If a speaker is objective in his attitude while speaking, overflowing with the desire to get his ideas within the minds of those with whom he is speaking, his speaking mechanism, and his choice of ideas and language will tend to adjust themselves to the end of communication. It is usually the subjective person, one interested primarily in self while speaking, who speaks indistinctly, uses an unpleasant voice, presents uninteresting ideas, and uses poor language. First attention that any teacher gives to pupil's speech should be to secure an interested, communicative attitude. All other, more specific training should be motivated by showing its contribution to communication.

Speech, presented from such an approach, gives the pupil greater purpose to all his learning. Knowledge becomes more than a boresome sort of credit-making; it becomes an avenue to

effective living. What better means is at hand with which to create an interest in something in literature finer than pulp, in music finer than swing, in art finer than funny-papers, in conversation finer than chatter, in language finer than slang, than this speech approach which emphasizes that only what goes in, in learning, may come out through speech to make pleasurable contacts with other people.

Drill to improve the mechanics of speech must be an activity apart from communication. If any pupil cannot think so well if he is required to look at his auditor, then that habit must not be required at first, for all real speech is gone when thought is gone. If to keep attention upon posture, breathing, resonance, enunciation, gesture, grammar, pronunciation, vocabulary, or organization lessens the pupil's ability to think and to feel while speaking, they must be temporarily ignored. One must, for example, stand correctly automatically, before he will do so while he is trying, with his whole being, to place ideas and feelings within the minds of those with whom he talks. Because attention given to how he talks must be subtracted from that given to what he says, the drill work that brings good posture or breathing must be practiced so much apart from speech that correctness is normal in the speaking situation. After pupils become accustomed to being interested in the *how* of speaking as well as in the *what* of it, many of them may become able to flash attention to correct form without losing the earnestness of their speaking. In no event should correct form be insisted on at the expense of a thinking, feeling attitude. Pupils must be led to see this fact so that they will engage in drill apart from communication. They must also be made to realize that poor performance in any of these mechanical elements of speech lessens communication.

General Aims in Pupil Growth

1. To grow in ability to think
2. To grow in enrichment of emotional experiences and in control of emotion
3. To grow in the habitual use of effective language
4. To grow in vocal-bodily expressiveness
5. To grow in ability to use creative interest

Conversation

Ordinary conversation is the outgrowth of spontaneous reaction to incidental situation. Planned situations are likely to lack

spontaneity, unless the teacher supplies natural motivation. Discussion type of conversation in the classroom may be given a natural setting. To whatever degree possible, the subjects for conversation practice should grow out of regular class work, and any resulting improvement should show in the classroom conversation. The word *suggested* in connection with proposed activities should be taken literally. Teachers should use the suggestions as guides to devise work suited to their situations.

Specific Pupil Objectives

1. Ability to contribute, both from the field of pertinent knowledge and from his own thought and emotional experiences
2. Ability to concentrate upon points—to avoid wandering and giving attention to unimportant details
3. Willingness to hear contributions of others
4. Ability to use a vocabulary that is appropriate to occasion and subject, and highly expressive
5. Ability to change the subject gracefully
6. Ability to inject original interest in conversation
7. Ability to be animated, without being over-dramatic, in the use of voice and body
8. Willingness to engage in a reasonable amount of conversation that is thought-provoking
9. Ability to use proper formalities in special situations

Suggested Activities

1. From time to time stop classroom procedures to lead the pupils in analyzing the effectiveness with which they ask and answer questions, offer suggestions, analyze problems, review material, and so on. Lead them to see that the objectives here given pay dividends as they are attained.
2. Play giving a party or reception for a special guest, centering the conversation around the thing for which the guest is noted.
3. Play a group meeting at some special place, such as the home of a favorite author, a flower garden, a social center, the display of some new invention, an employment agency, centering the conversation appropriately.

4. Have a member of the class invite someone (a teacher, perhaps) for an interview. Let this student be responsible for leading questions, but permit all members to participate. Center the interview about the guest's special abilities or unusual experiences.
5. Confront the class with actual or imagined problems, directing the conversation toward a solution.
6. Have days for discussing such subjects as
 - a. Places we've been, or wish to go.
 - b. Books we've read, or wish to read.
 - c. Flowers we'd like to cultivate.
 - d. Social activities we could choose to increase social growth.
7. Let small groups take turns in engaging a member in conversation appropriate to these situations:
 - a. He has met with good fortune.
 - b. He has had a serious accident.
 - c. He has committed a serious blunder.
 - d. He has been the victim of scandal.

Suggestions for Remedial Prescription

1. Have those who give good performances repeat their work to demonstrate correct procedure. Use care to prevent class distinction.
2. Engage highly deficient pupils in private conversation, drilling them in the skills in which they are deficient.
3. Hold class-wide conversation, or panel discussions to emphasize the objectives, and importance of drill.
4. After study is well under way, devise quiet methods of reminding pupils of objectives, being sure not to use these reminders to such an extent as to disrupt thought.
5. Prescribe fact-gathering for those deficient in knowledge.
6. For those who monopolize conversation, limit the frequency of participation.
7. Bring lagging pupils into the conversation by directing questions to them.
8. Stop the discussion whenever there is digression from the subject or intolerance. Insist on complete courtesy.

9. Emphasize the importance of *using* the grammar and vocabulary that they already know.
10. Direct interested and needy pupils into speech classes.

Reports, Announcements, Explanations, Reviews

These are common types of recitation in almost any classroom. They may serve to emphasize the importance of good speech, and they provide excellent training in presenting ideas clearly. Classroom recitations of these types should not ordinarily be as formal as usual public speaking, although they may become preparation for public speaking. Teachers are again warned against trying to secure correct form at the expense of the communicative attitude.

Specific Pupil Objectives

1. To become able to assemble facts pertinent to a specific purpose by observing, reading, and conducting interviews
2. To select and organize facts for a specific effect
3. To present information clearly and completely
4. To originate devices for making information interesting
5. To be pleasant to listen to and easily heard

Suggested Activities

Note: In each activity the pupil must plan in advance so that he knows what information to secure.

1. Have pupils interview people in the community, and report the results to the class. Example: Learn about the marketing of fresh vegetables from a grocer.
2. Have pupils discuss the elective courses offered in the school; then have members visit those classes in which there is definite interest, and bring a complete report to the class.
3. Have pupils review material read in connection with some class study.
4. As wisdom directs, have pupils take turns in explaining to the class new school-wide policies, new subject matter in the course, and new legislative measures.

5. When it seems advisable, allow students to make your assignments. Allow pupils to explain how something is made, how to buy wisely, how to plan a budget.
6. Have pupils take turns in announcing the school-wide daily proceedings to the class. Do not allow reading; facts should be so well learned that students can present information in their own words.
7. Co-operate with other teachers and the office to have announcements in the assembly made by pupils.

Suggestions for Remedial Prescription

1. If incomplete information is gathered
 - a. Send pupils back to the source until information is complete.
 - b. Give new assignments, emphasizing the necessity of securing needed information in advance.
 - c. Have deficient pupils study the recitations to observe the importance of being informed.
2. If organization of material is poor
 - a. Re-emphasize the importance of organization.
 - b. Assign better pupils to help deficient ones, being sure that reasons for reorganization are understood.
 - c. Have deficient pupils reduce many short, written articles to outline form.
 - d. Give work in preparing outlines for original recitations.
 - e. Have deficient pupils lead in analyzing the organization of their classmates' recitations.
3. If presentation is not clear
 - a. Check to see if the planned organization was followed. If it wasn't, have a repeat performance.
 - b. If sentence structure was poor, have pupils study the structure of many good sentences, then make many practice sentences of their own.
 - c. If transitions were poor, have pupil bring examples of many good ones from his reading, and make many of his own for practice.
4. If material is lacking in original interest
 - a. Assign better pupils to plan interest-creating devices with poorer ones.

- b. Have pupils bring many examples of interest-creating material from their reading, and engage in much practice.
5. If delivery is ineffective, assign appropriate work from the section devoted to delivery.

Discussions, Panels, Debates

These three types of speech are grouped together because there are advantages in studying them progressively, in the order listed, and because they have common learning objectives. Each may be used to enrich much of regular classroom work.

Discussions may be carried on as informal conversations, speakers remaining seated, or as formal forums, speakers rising and receiving recognition from a chairman.

Panels, small groups, usually five to ten people before an audience, working as a committee for special analysis of problems, vary in form from situations in which each member of the panel addresses himself to the entire problem or any of its parts as he chooses, to situations in which each member is assigned to a separate phase of the problem. Usually the audience is allowed to make contributions or ask questions of the panel members after the members have made their initial contribution. Panel members may direct questions or remarks to each other. They sit as a group in the front of the room.

Debates may be non-decision or decision. Sentiment is moving toward the non-decision ones as providing the better educational setting. They may be the type in which each member of the team gives a constructive argument and a rebuttal (order of speaking: affirmative-negative in the constructive argument, the order reversed in the rebuttal), the type in which speakers are allotted time for questioning opponents, or the type in which the audience may participate after speakers have concluded during the debate. There are modifications of these types.

In any type of discussion, the teacher must **insist** that pupils find facts that bear upon issues being discussed and that their discussion be an evaluation of the facts, rather than a mere reiteration of previously formed opinions.

Speaking generally, conversational discussions and panels are suited to exploratory examination of subjects, while forums and debates are suited to formulating decisions as a basis for action.

Specific Pupil Objectives

1. To gain the habit of basing thought upon full knowledge of subjects
2. To gain the habit of studying any one fact in relation to all pertinent facts—of evaluating knowledge
3. To withhold the formulation of more than tentative opinions until a large field of pertinent knowledge has been studied, and then to be tolerant of the opinions of other people, and willing to revise opinions as new knowledge or understanding is received
4. To form the habit of engaging in discussion in the spirit of re-evaluating opinions, rather than in the spirit of forcing opinions upon others
5. To learn to organize words and thoughts so that they are conveyed to others convincingly
6. To acquire a dynamic, yet friendly type of vocal-bodily expression in discussion
7. To become able to take notes, and to compile bibliographies

Suggested Activities

1. Engage the class in a conversation discussion of some problem such as: engineering as a vocation, promoting international youth friendship, the mathematics of everyday living. Have the chief objective of the discussion to reveal what factual material is essential to a fuller study of the problem. Hold pupils responsible for securing the facts needed.

Then hold a forum discussion, the objective being to set forth in definite form the different solutions to the problem. For example, if the study were on youth and delinquency, such solutions as character education, increasing chances for employment, the parole systems, and penal reformatories would come in for consideration. For the next step, organize panels to analyze fully each of the solutions. As a final step, organize debates to argue the merits of each possible solution.

It may motivate the entire study if, from the beginning, pupils are working to draft resolutions setting forth their honest convictions, such resolutions being put in final form after the debate phase is finished.

2. Use any one or more of these types of discussion as a means of studying problems that grow out of daily classroom activities.

Suggestions for Remedial Prescription

1. Hold discussions on the importance of objectives in which pupils are deficient. Show the effects on personality of poor work in this field of speech.
2. Have practice on the individual elements of the work as it is needed: making a bibliography, taking notes, reviewing material read, discussion of simple questions.
3. Assign an analytical study of good argumentative reading.
4. To improve vocal-bodily expression, have the pupil precede his argument by saying expressively several sentences beginning with, "I believe . . ." Assign also appropriate work from the studies in delivery.

Story Telling

Story telling can be used to enrich almost any subject. Both borrowed and original stories may be used to that end. It is an ability important to general living, too, for a good teller of stories is usually welcome anywhere.

Pupils frequently under-tell stories. They fail to convey the action element. Dramatization is seldom desirable, but the voice and body should possess the rhythm of the action. There is so wide a variety of action and mood tempos in stories that becoming able to tell them well gives excellent training in flexibility of voice and body, and in securing a communicative attitude.

Specific Pupil Objectives

1. To acquire a sense of the sequence of events
 - a. For clearness
 - b. For plot
 - c. For climax
2. To acquire a sense of appropriateness of language
 - a. For characterization
 - b. For atmosphere
 - c. For moods
 - d. For action
3. To suit vocal-bodily expression to all elements of a story

Suggested Activities

1. Begin work by having pupils relate simple actual experiences. Have repeat performances to move toward objectives.
2. After work has been well done for exercise one, have pupils tell in their own words short stories they have heard or read. Use longer stories as skills are mastered.
3. Have any who wishes originate imagined stories. Begin with short ones, and increase the length as pupils are able.

Suggestions for Remedial Prescription

1. Assign many short stories for the study of sequence and language effects.
2. If pupils have difficulty with delivery, take time for much work with material on pages 149-152.

Interpreting Literature

Pupils need to learn to read well silently, for that is one of the chief means of learning. They need to be able, also, to read well orally, both from sight and from memory, for that is the only way they can receive the full stimulation from much literature. Besides, reading aloud is an excellent source of social enjoyment. There are times when we need to read as a part of our conversational communication. Surely it does not lessen the effectiveness of silent reading to give training in oral reading at the same time.

There is probably no other speech activity in which the average pupil is so poor as in this field of interpreting literature. Most pupils do little more than pronounce words. To interpret literature is more than to read it aloud; it is to convey its meaning to a hearer through vocal-bodily expression of the same sort used in conveying one's own ideas. Pupils do not have that attitude when they read. They lack the imagination to see, in the words, the thought and feeling which the words were chosen to express. Their speech muscles are not stimulated by word imagery in the same way as they are by experiences.

The objective attitude, the desire to place ideas in another's mind, is the key to interpreting literature. If the desire to give another what one reads is as great as the desire to give him what one thinks, the mind and muscles will work to the end of communication in one situation as well as in the other. Training in this

field, then, must be directed toward securing a thinking attitude while reading. The exercises offered are intended to provide motivation to that end.

This work should include much reading of poetry. Poetry needs to be read aloud to be fully appreciated. Enjoyment of poetry is likely to grow as one's ability to read it well improves. Being the language of emotion, it provides an excellent means for making the emotions sensitive to word-stimuli. Training in reading poetry gives command of the muscles used in speech, for so many different kinds of expression are required.

Specific Pupil Objectives

1. To gain a quick perception of what is read aloud: to grasp thought, to sense the general atmosphere, to catch the rhythm-tempo, and to respond to the emotional content
2. To become fully motivated, while reading aloud, by a desire to place all that is received from the reading actually into the consciousness of the hearer
3. To grow in ability to take enjoyment from literature that requires a high degree of intellectual discrimination and emotional sensitiveness

Suggested Activities

1. Provide for the pupils, or have them originate, sentences that are capable of several different interpretations, written without punctuation. Example:

Oh I see a mouse under the floor. There are several interpretations. Oh! I see a mouse under the floor. Oh, I see! A mouse under the floor! Oh, I see a mouse! Under the floor! Oh! I see a mouse! Under the floor?

Have the pupil study the sentence silently until he sees more than one meaning; then have him express the different meanings orally. If he does it well, have him say the meanings aloud several times in order that he may hear his own voice expressing thought. Have him then write the sentence, correctly punctuated, and read it from sight with accurate expression. When he can do that work well, have him read some regular material, with as definite an expression of the thought. If he cannot make

such a transfer of learning, go back with him to the preceding steps, repeating until the regular reading is good.

2. Write on separate cards many phrases each having a definite rhythm or tempo of action or emotion. Examples: *just lazying along, hippity-hopping, so sad and lonely, so full of life*. Display the cards one at a time, waiting for the pupil to give appropriate expression to the phrases displayed. First, work may move slowly, but its rate should be adjusted to the ability of the pupil to respond well. Continue with this work until the pupil can make quick and accurate change of voice and body with the changes of phrases. Then have him read description of poetry, responding to the changes in thought and feeling as he did with the flash cards. If he cannot do it, return for short intervals to the cards until he can make the transfer completely.
3. Cast pupils in parts in plays not suited to their personalities, and work for accurate portrayal of the character played.
4. Choral speaking may be used to secure expressive adjustment, but teachers with no training in the field should use this method very sparingly.
5. Have days for reading aloud for entertainment. Seek constantly to raise the literary level of appreciation through such programs. Have essay days, poetry days, drama days, etc., as well as variety days.

Suggestions for Remedial Prescription

Exercises one and two provide remedial work. If such work is continued long enough to stimulate the imagination to respond to word imagery, no other type of training should be necessary. Specific work on emphasis, inflection, word-grouping, rate, pitch, force, and resonance is not recommended. Such work is likely to produce superficial interpretation. True interpretation must come from an inner response to what the words say, from thinking and feeling in response to language.

Training Speech Muscles

Speech habits, like other habits, are hard to change. A long continued subjective attitude in speech may produce many bad

habits in the use of speech muscles. Many high school pupils have speech habits that are lessening the effect of their attempts to communicate, even when the students are correctly motivated. A good deal of training to secure a pleasant voice and intelligible words is advisable in almost any classroom.

Teachers untrained in speech may feel incapable of directing this work with profit to the pupils. It is true that one trained in speech should be able to secure fuller results from being able to recognize symptoms and go directly to the needs of the pupils; however, even a little help will mean much to many pupils. Care has been used in selecting exercises that are easily prescribed and checked. Teachers should at least give pupils what help and encouragement they can in using the exercises themselves. Treating deficiencies other than those included here should be left for a trained speech teacher.

Improving the Voice

Good voice is produced when rich, clear vibrations pass from the vocal cords through well open cavities, without obstruction from the throat, soft palate, tongue, jaw, or nasal passages. These parts sometimes obstruct the voice, impairing the pleasantness of the tone. This happens when the diaphragm fails to perform its function of controlling the outflow of the breath through the vocal cords, thus making it necessary that some of these other parts perform that controlling function. Only when the diaphragm is controlling the outflow of breath is it possible to have a pure tone resonating freely through the throat, mouth, and nasal passages.

The diaphragm contracts for inhalation, and then, by controlled relaxation, it allows as little or as much breath to pass through the vocal cords as is necessary to produce the kind of voice appropriate to our thoughts and feelings. The action of the diaphragm is much like that of the muscles of the upper arm when they lift a chair, and then, under controlled relaxation, allow the chair to move to the floor.

The work to improve the quality of the voice, then, consists of training to control the relaxation of the diaphragm under the pressure of exhalation, and training to keep the resonance cavities open during the production of voice. The exercises given are progressive in their relationship. Work should be continued on

one until it is mastered before the next one in order is attacked. It is imperative that this principle be observed through the entire list.

Specific Pupil Objectives

1. To acquire a pure, resonant tone, free from tenseness and harshness, strong enough to be heard easily, yet not over-loud
2. To acquire a pliable voice, capable of making quick adjustments to changes in thought and feeling

Suggested Pupil Exercises

1. Seat yourself comfortably at a table or desk, feet flat on the floor. Lean toward the table, and let your arms lie on it loosely. Close your eyes, relax your jaw and your back, then let yourself fall over onto the table, your head resting on one arm. Lie thus for a short time, enjoying the freeness from strain; then, as if you heard something, rise to a standing position, and remain still for a moment, neither tensed nor relaxed. Walk about a few moments in an alert, listening attitude. Now you are correctly conditioned to go to the next exercise.
2. Stand with the open palms against the front of the body, well out toward the sides, the lower ribs crossing the center of the palms. Relax every muscle in the body above the hands. Drop the jaw well down without pulling it down. Let the tongue lie well forward. Keep the nasal passages moderately distended, and the throat moderately rounded. Now pant slowly like a dog, feeling the swell between the hands on inhalation, and the fall between the hands on exhalation. Be sure that **all** the breathing is done right there, with no lift to the upper chest. Repeat this exercise until it is easy to do it correctly. Do not continue for too long a period at one practice period.
3. After Exercise 1 can be done with entirely open throat, mouth, and nasal passages, and with absolutely no tension or activity above the region of the diaphragm, set the diaphragm to hold an inhaled breath. Allow positively no change in any muscle as you hold the breath for a short time. Feel the solidness under the hands at

the diaphragm, and the complete openness and relaxation of the top of the chest and vocal cavities. This is much the situation that should prevail when you are producing voice. Continue the work on this exercise, varying the length of time for holding the breath, until it is easy to hold all muscles inactive.

4. After Exercise 3 is mastered, release the breath on a soft, clear, prolonged tone of *ah*, still allowing no muscle to move while the tone is sounding.
5. After the prolonged tone is clear, and easily produced, stop it shortly at intervals, then resume the tone without taking in new breath, being sure that each successive tone is as pure as the first.
6. Proceed as in Exercise 5, except take in new breath for each successive sound. Maintain a stable solidness at the diaphragm.
7. Proceed as in Exercise 5, except change the pitch of the tone while it is sounding; use the same variation for Exercise 6.
8. Return now to the procedure for Exercise 4. Produce the sound of *oo* as in *boot*, working for a clear, unpinched tone. Follow the successive steps in Exercise 5, 6, and 7.
9. Follow the work of Exercise 8 through the sounds of *oh*, *ee*, *eye*, *awe*, *uh*, *m*, *n*, and *ng*.
10. Combine the sounds for prolonged, pure tone as follows: *n-ah*, *m-ah*, *ng-ah*, *n-oo*, *m-oo*, *ng-oo*, etc. Change the pitch while the tone is sounding, being sure to allow no closing of the resonance chambers.
11. Engage someone in simple speech, or read aloud, being sure that the voice remains pure, as secured from the exercises. If you cannot do that, work longer on the exercises. Have someone listen, and judge your success.

Improving Word Production

Words are produced by movements of the tongue, lips, or jaw while voice is sounding, or using these to produce voiceless sounds in combination with voiced sounds. (The voiceless sounds are *p*, *t*, *k*, *th* (as in *thin*), *f*, *s*, *sh* (as in *shine*), *h*, and *hw*.) Distinct words require a pure voice and active articulating (lip,

tongue, and jaw) muscles. Usually, work to produce clear words should not be begun until a good voice is produced. One whose voice is unavoidably unpleasant may compensate for that deficiency by producing good words.

Specific Pupil Objectives

1. To become easy for others to understand
2. To acquire acceptable pronunciation of words

Suggested Pupil Activities

1. Sound a prolonged *ah* as in Exercise 4 for training voice. While the voice is sounding, lift the tongue for a firm **l** sound, permitting only tongue muscles to move. Repeat the sound over and over, gaining in the rapidity of movement. Produce *d*, *g*, *n*, and *r* in the same manner, using the sound, and not the name, of the letter.

Now stop the sound of *ah* to produce the voiceless sound of *k*; then continue the *ah* sound, all on a continuous flow of breath. Repeat the *k* sound many times on one breath. Produce the voiceless sounds of *h*, *t*, *sh*, *ch*, and *s* in the same manner, moving the jaw and lips no more than is necessary.

Talk, or read aloud, keeping the throat open for the sound of the vowel elements, and the tongue moving in a flexible manner.

2. Repeat *lah* many times on one breath. Say, over and over on one breath, *lah*, *lay*, *lo*, *loo*, *lee*, *lie*, *lum*. In order, use *d*, *g*, *j*, *k*, *n*, *r*, *s*, *t*, *y*, and both the voice and voiceless sounds of *sh* and *ch*, instead of the *l*. Then originate sentences packed with these tongue sounds, such as "Lovely little, lonely little Lulu looked longingly in the looking glass." Repeat such sentences several times; then talk, or read aloud, keeping the tongue flexible in its movements.
3. Sound a prolonged *ah*, then change the sound to *m*, repeating many times on one breath. Produce the sounds of *b*, *f*, *m*, *p*, and *v* in the same manner. Talk or read aloud, keeping the throat open for the *ah* sound, and the lips moving freely.
4. Repeat the syllable *bah* many times. Say over and over the syllables *bah*, *bay*, *bo*, *boo*, *bee*, *by*, *baw*, *bum*. In order, use *f*, *p*, *w*, *v*, and *m* instead of *b*. Then originate

sentences using lip sounds predominantly, and repeat them many times. After the lips have been thoroughly freed, speak or read aloud, being sure that the lips are active.

5. If, after working on these four exercises, the jaw does not move freely in speech, say the syllable *bah* many times to cause it to move freely. After you feel it free of tension, talk, or read aloud, being sure that the jaw does not again become tensed.

There are two ways to correct mistakes in the pronunciation of letter sounds. The first is to concentrate on producing the sound exactly as it is produced by someone setting a pattern to imitate, experimenting until successful. When success comes, note carefully the way the sound is produced, and the way it sounds to you, then practice it over and over until the correction is fixed. If you have no one to imitate, or if you do not find this method successful, then work through securing the correct position of muscles for the sounds.

1. Substituting *th* for *s*. For *th* the tongue contacts the upper teeth for a voiceless breath expulsion. Voiced *th* is rarely confused with *s*. For *s* the top of the tip of the tongue forms a tiny groove against the roof of the mouth just back of the teeth, through which a thin stream of air is expelled. One may produce a bad *s* either by having too large a groove or applying too much pressure to the stream of air. Repeat over and over *thin-sin*, *thing-sing*, *thought-sought*, being sure to make a correct distinction between the *th* and *s*.
2. Substituting *sh* and *s*. *Sh* is produced by expelling air through a wider, looser groove than is required for *s*, the opening a little farther back on the tongue. Repeat over and over *shin-sin*, *shank-sank*, *shore-sore*. Originate sentences that are filled with *s* sounds, and practice carefully on them.
3. Use these same methods, combining the wrong sound with the right one, then originating sentences for practice as a means of correcting any other substitutions of sounds.
4. Omitting *h* in *wh*, saying *wite* instead of *white*. Say *hoo-oo-oo-air*; *hoo-oo-oo-en*; *hoo-oo—ooether*; *hoo-oo-oo-ite*, etc., until the correction is fixed.

A part of your study to improve words should be to improve your pronunciation of them. Carelessness in pronunciation has an undesirable effect upon personalities. Besides, it may affect the clearness of what you say. For example, *progress* means one thing; *progress* means another.

1. Get the dictionary habit. Become curious about the way words are correctly pronounced. Find satisfaction from knowing that you are right.
2. Have a blackboard blacklist in which are included all words mispronounced by members of the class.
3. Have a vest pocket blacklist of your own, scratching from it words that you are sure you have mastered.
4. Have a classroom project of compiling a list which you call "Commonly Mispronounced Words." Place on the list words that are frequently mispronounced by people outside your class. Make sure that you correct your own pronunciation of them all.

Public Speaking

A considerable amount of the work in public speaking will be an elaboration of the general speech activities. There are three essential differences between public speaking and conversation. They concern the mental and emotional elements of speech, the language and vocal-bodily elements being virtually the same in both situations.

One difference is that the speaker is in a position in which he is being looked at by a group of silent people. This fact perhaps increases the significance of his manner of speaking, and certainly increases the self-consciousness of many a speaker. A second difference is that there is usually a more continued discourse. This fact increases the demands made upon the mental phase of speech for knowledge and independent thinking. A third difference is that public speech is usually more specifically purposeful. It is more necessary for the speaker to plan in advance what is to be said. These last two elements, because they increase the feeling of responsibility in the speaker, are likely to increase self-consciousness.

Eliminating Self-Consciousness

Self-consciousness renders individuals incapable of doing as well as they are able. It is a common attendant of learning expe-

riences in public speaking. Its elimination is, therefore, the first problem of the teacher of public speaking. There are two thoughts which are likely to produce self-consciousness in any activity. They are: (1) being afraid that people are not approving of what we are doing; (2) being afraid we are not doing well. The teacher will find it necessary to give the pupils much help in carrying out the suggested activities.

Suggested Pupil Activities

1. Realize that audiences are not critical of a speaker when they are interested in what he says. Analyze your own listening attitude when you are in an audience. Do you not listen *through* a speaker's mistakes in order to get his message? You know there are mistakes, yes, but you do not let them destroy an interesting message. Audiences are like that when you are speaking!
2. Accept your best as, for the present, satisfactory. You are a beginner. Do not feel embarrassed because you cannot do as well as experienced speakers—as well, indeed, as you will be able to do later. Be fair to yourself! Audiences accept beginners as beginners.
3. Increase the confidence with which you face audiences by preparing yourself thoroughly. Prepare your message. Choose one that you know will be interesting. Think it through. Choose what you will say with a desire to be interesting. Gather material. Plan ways of saying things to stimulate interest. Organize your material for clearness.

Prepare your delivery. Make speeches to chairs. Chairs are better than people because you can be experimental. As you talk to them, feel your eyes looking into theirs with an expression of changing aliveness. Feel your face radiate with an invitation to listen. Hear your voice indicate that *you* are interested. Step before a full length mirror and see your posture reaching toward the audience. Improve your sense of projecting your voice by directing it to specific objects in the room. Try this too: mumble to yourself so that you know you cannot be heard; then suddenly let your voice out so that you know you can be heard by everyone. Do all this work experimentally, trying this way and that until you have a speak-

ing attitude that satisfies you. Become so accustomed to speaking well before chairs that you naturally speak the same way before audiences. Confidence eliminates self-consciousness.

Planning the Speech

The purpose of a public speech is, of course, to convey a message. The discourse being sustained, and the purpose specific, the message given is different in type from that of conversation. Pupils need a great deal of practice in preparing this new type of message. Apart from the element of self-consciousness, the delivery in the two types of speech is much the same, for any given type of thought, and any given distance between speaker and hearer, but the message element is greatly different. Most of the training in public speaking, therefore, should be in planning messages and presenting them according to plans.

A good deal of practice should be had in each of the different skills listed in the pupil activities, and then the skill should be combined in much speech making.

Suggested Pupil Activities

1. Practice the techniques of being interesting. For practical purposes, if a speech is not interesting it is not a speech.
 - a. Choose a subject that fits the audience. Consider the age, occupation, culture, and sex of the audience. Prepare speeches for imagined audiences of different types.
 - b. Find humor to throw in, and stories about people, both suited to the audience, as a means of creating interest, and making the message concrete. Show the audience what the message means to them.
 - c. Develop the ability to use language well. Write short paragraphs, then revise the sentence structure for better effects, and improve your selection of words. Practice language effects on your chairs. Acquire the habit of using language that improves a message.
2. Plan an effective introduction for your speech.
 - a. Work into the subject slowly. Audiences have not been thinking about your subject as long as you have, and need time to get started.

- b. Make your opening few sentences *extremely* interesting so that the audience leaves other interests behind.
 - c. Be sure that your audience knows just what your theme is before you begin the speech proper.
3. Organize your speech carefully. Practice making outlines, being sure that you have a *complete* message, and that its parts fit into one another smoothly and logically. Fix your outline so definitely in mind that you can follow it easily without notes.
4. Bring your speech to an effective conclusion.
 - a. Summarize in a very few sentences, sometimes only one, what has been said.
 - b. Reach a climax in the development of your theme, by strong summarizing sentences, or a brief emotional appeal.
5. Gather more material than you can use for developing your speech plan. Think your way into the related subjects; discuss the subject in incidental conversation and arrange for appointment interviews; read. Know more about your subject than your audience knows.
6. Read many present day speeches. Study their style and structure to acquire a standard by which to judge your own work.
7. Prepare and give speeches for many imagined occasions: dinner programs, conventions, institutes for special study, demonstrations, sales, political gatherings, announcements, pep talks, etc.

. . . . and yet the fool
Contends that God is not—
Not God! in gardens! When the eve is cool?
Nay, but I have a sign;
'Tis very sure God walks in mine.

—From "My Garden" by Thomas Edward Brown

DRAMATICS

Basic Principles

The study of dramatics embodies all the speech skills and assists greatly in the social integration of the student. The primary aim in teaching dramatics is entirely educational, that is, the development of the individual—his character and personality.

The pupil who participates in dramatic activities has many opportunities for learning. The timid child may gain self-confidence by portraying a swashbuckling knight of old. The over-aggressive bumptious lad may learn cooperation and gentleness by assuming the role of the old family servant. The awkward gangly girl may gain poise and grace through the training in action she receives as well as through suggestions as to dressing suitably. The stage crew and cast should develop appreciation of color, proportion, taste in decoration, as well as receiving valuable training in the actual construction of the set.

If the play chosen has literary value, an appreciation of the finer things of literature is a natural outcome of living closely with the work for a number of weeks. Invaluable training in speech comes through the necessity of conveying a message to an audience by means of an adequate vocal and bodily equipment.

Perhaps the best of all the many opportunities for growth presented to the pupil through his participation in dramatic activities is the lesson in cooperation and getting along with others, which he must learn if the production is to be a success. Whether that production is an original playlet written and produced in the classroom by a seventh grade class, a dramatization of a short story being studied by the eighth graders, a sketch from the life of Pasteur prepared by a class in science, a dramatization of the Constitutional Convention presented to a social studies class, or a difficult play offered as the crowning achievement of the senior class, it is a cooperative activity involving the best efforts of many individuals who are having a thoroughly good time working together. The fact that the pupils involved are enjoying a project in which they have volunteered to participate makes teacher motivation lighter. Values in sportsmanship and citizenship training are inevitable. The fact that the pupil has adapted himself to many situations and other individuals has implications for his future success in a democracy which should not be overlooked.

Educational dramatics is divided into two groups: (1) creative dramatics, that type of drama that is spontaneous, originated and produced by students, such as the dramatization of a story or a historical event; and (2) formal dramatics, the production of the commercially written play.

Both have great value in personality growth and in the development of a well-integrated individual who is capable of making a satisfactory social adjustment although their purposes are slightly different. The fundamental purpose of creative dramatics is the release of the adolescent from fears, inhibitions, and tensions, the development of self-expression and quick thinking, and the solving of the students' own problems. A great advantage of this type of dramatics, especially with younger children, is that it frees them from the fear of forgetting lines. The emphasis in this type of dramatics is solely upon the development of the student through the vehicle of the dramatic scene which he himself has created, with no thought of a later presentation for the public, although a public performance of a dramatization of a story or historical event may be included. It is usually planned and produced the same class period. Sometimes, however, the preparation theme may be extended for weeks with a final public production as a result. In formal dramatics there is the goal of the production of the play for the public in addition to the primary aim of developing in the individual such personality traits as initiative, resourcefulness, cooperation, self-confidence, keen observation of people and their behavior, freedom of bodily expression, poise, etc. The joy and satisfaction which come from the achievement of a finished and artistic production are in themselves valuable.

It is recommended that the emphasis in the seventh, eighth, and ninth grades be placed upon creative dramatics. When written plays are used, great care should be exercised in their selection. Plays dealing with crime of any kind, murder, sex, or other undesirable themes which are often found in available play catalogues should be avoided especially on the junior high school level. Plays dealing with hero-worship and moral themes brought out by familiar situations are desirable.

As with the course in speech, this course is written on the assumption that many teachers who have had little or no training in drama are yet expected to correlate dramatic activities as part of their regular class work and also to produce plays. Teachers

with adequate technical training may know all that is suggested here. For others, the aim has been to suggest practical methods and devices which have been used successfully. No attempt is made to discuss various conflicting philosophies which have been prevalent for years in the professional field of the drama. Nor is an effort made to discuss the drama as a part of literature, since that field is stressed in other portions of the course of study.

Training in dramatics can become an important adjunct to and part of practically all phases of the curriculum. It can assist to enliven and make vivid classes in English, social studies, science, mathematics, foreign languages, and physical education. It can supplement the regular program as an extra-curricular activity, although this practice probably should be avoided in view of the trend to make all parts of the school program a regular part of the curriculum. It can serve as a socializing agency both within the school and between the school and the community. Since it offers many opportunities for direct contact with community organization it can become an important part of the community-centered school. It provides a tangible evidence for the community of the work the school is doing. And best of all, it contributes to the ability of the child to adjust himself to many changing conditions.

General Aims in Pupil Growth

To develop the individual in character and personality in order that he may become a well-integrated person capable of making a satisfactory adjustment to life and become a more valuable participant in the activities of his school and community by

- a. Releasing him from inhibitions and fears
- b. Developing poise, self-confidence, self-control, sincerity, spontaneity, initiative, resourcefulness, cooperation, dependability, and a sense of the beautiful
- c. Breaking down barriers of self-consciousness and stage fright by centering attention on things outside himself
- d. Recognizing his social responsibilities as a member of a group
- e. Subordinating personal interests to the interests of the group by playing into the scene, allowing attention to be focused away from himself when advisable

- f. Broadening his knowledge of places, periods, manners, and customs, his understanding of people, and his growth of standards in human behavior
- g. Developing creative thinking and individual and group planning
- h. Developing aesthetic appreciation and the ability to evaluate dramatic literature, plays, movies, and radio programs and thus assist in raising their standards
- i. Forming the habit of making more worthwhile use of leisure time because of his knowledge of the recreational value of the drama
- j. Offering an incentive for the improvement of enunciation, voice, and other fundamental speech skills
- k. Developing his speech personality as already outlined in the division of this bulletin on speech and assisting him in meeting as effectively as possible the natural speech situations and the problems that arise daily in his life.

Creative Dramatics

I. Specific objectives

- A. To provide opportunities for the release of fears, inhibitions, and tensions
- B. To develop self-expression and quick thinking
- C. To develop the use of imagination, emotion, and the five senses
- D. To increase the knowledge of people and their behavior through the study of characters impersonated
- E. To provide opportunities for the development of poise, self-confidence, voice development, and other speech skills
- F. To provide opportunities for the recognition and development of responsibilities as a member of a group, i. e., co-operation, dependability, accepting one's share, etc.
- G. To learn methods of communication other than speech (pantomime)
- H. To provide experience and pleasure of literature through dramatization
- I. To assist in developing the ability to solve students' problems

II. Suggested activities

A. Pantomime

1. Pantomimic activities

- a. Games, such as charades, playing baseball, etc.
- b. Impersonation of such characters as a street vendor, a traffic cop, a boy doing chores on the farm, a little girl at her first circus, a bell hop, an old crippled man, a haughty lady with her dog, the town sheik, the village banker, a salesman. Insist on characteristic walk as well as mannerisms.
- c. Shadow plays
- d. Scenes from stories

2. Verbal expression added to pantomime

B. Spontaneous dramatics

1. Suggestions for material should come from the students and their life experiences and problems. The pupils should originate the ideas, create the characters, develop the situations, build to a climax, and solve the problem. The following procedure might be followed:

- a. Discuss a general or personal problem which the entire group can cooperate in solving, considering the causes and the complications under the leadership of a student chairman. Such problems as these might be used: Is anything ever gained by cheating? Why is cooperation necessary in our social life? One student may have such a problem as this to be solved: How can I overcome my selfishness?
- b. Plan the situation, select the characters, and develop the plot.
- c. Present the dramatization of the problem, letting the students converse spontaneously.
- d. Discuss or debate the solution.
- e. Dramatize the final solution.

2. Let students create situations and show:

- a. Proper manners and etiquette in situations from their own experience in school, home, and community life

- b. Proper use of the telephone; making calls, answering the telephone, taking and delivering messages, asking for information, giving grocery orders, etc.
- c. Techniques in conversing by telling about some entertaining experience or book read
- d. Polite manner of challenging statements, yielding gracefully when wrong, apologizing for mistakes, accepting victory humbly, accepting defeat in a sportsmanlike manner

C. Creative dramatizations

- 1. Suggestions for material should come as an outgrowth of ideas which have developed from social studies, natural science, music, health, or literature, for example:
 - a. Dramatization of the invention of the airplane by the Wright Brothers
 - b. Writing of "Old Folks at Home" by Stephen Foster
 - c. Struggle of a famous author to achieve success
 - d. Scenes from history—the signing of the *Declaration of Independence*, invasions and their effect upon countries, drawing up of peace pacts, scenes depicting knighthood. The conversation should be natural and easy.
 - e. Community history and life, benefits of the Red Cross
 - f. Scenes from students' study of such literary selections as *Tom Sawyer*, *Silas Marner*, "Enoch Arden"
 - g. Writing and producing an original play as the culmination of a unit of work in some area, such as the study in social studies of life in Mexico, bringing out the characteristics of the people, their culture, customs, dress and government. Correlate with the Art Department on the setting and costumes, the Music Department on the music, the Physical Education Department on the dancing, the Industrial Arts Department on stage properties.

- h. Writing and producing of an original play or pageant built upon a theme chosen by the students as a Class Day activity. Make it an all-school project by correlating as many departments as possible. Use all of the students in some capacity.
2. The following procedure in the dramatization of a story or other types of creative dramatizations may be useful:
 - a. Let the students select a part or chapter from a story which they would like to dramatize, and let them thoroughly saturate themselves in the atmosphere of the story by reading, discussion, trips to museums, and studying pictures. This "filling up" process will familiarize them with the historical background of the story.
 - b. Let them discuss the number of scenes necessary, the settings, and the characters needed.
 - c. Let several students give their interpretations of the characters, their walk, and mannerisms.
 - d. Divide the class into several groups, each of which will dramatize the scene.
 - e. Have each group select a chairman or director who will lead the group in planning what the characters will say and do.
 - f. Let the first group present its dramatization.
 - g. Have the class discuss the dramatization, offering constructive criticism of the conversation and action.
 - h. Let another group present its dramatization trying to improve upon the first one by bearing in mind the criticisms offered the first group but not necessarily attempting to use the same lines or action.
 - i. Continue this procedure until all students in the class have had an opportunity to portray one character.
 - j. It may be desirable to let them give a final presentation of the scene by selecting at least one character from each group. It is often advisable to select those students who need this added experi-

ence or who have shown the greatest interest or have contributed most to the development of the scene by the group.

Formal Dramatics

- I. Specific objectives
 - A. To provide opportunities for the release of fears, inhibitions, and tensions
 - B. To develop self-expression and quick thinking
 - C. To develop the use of imagination, emotion, and the five senses
 - D. To increase the understanding of and sympathy for people and their behavior through the study of characters impersonated
 - E. To provide opportunities for the development of poise, self-confidence, voice development, and other speech skills
 - F. To provide opportunities for the recognition and development of responsibilities as a member of a group, i. e., co-operation, dependability, and accepting one's share
 - G. To provide the satisfaction which comes from completing an artistic production
 - H. To raise the standard of critical appreciation of players and audience
 - I. To provide income for various school activities
- II. Suggested activities
 - A. Plays for public production

The following discussion outlines one method which has been successfully used in preparing plays for production when it is necessary to have rehearsals outside of regular school hours. When it is possible to include the drama course as a two-hour part of the regular school day and the school plays are given only by the drama class, a situation is provided where it is possible to allow more time for the pupil to grow into his part. The following suggestions are made for the teacher little trained in dramatics who must produce the drama club play or the class play in approximately five weeks' time, by means of after-school rehearsals and with limited equip-

ment. The method described is not the only one which may be used. It will produce results, however.

1. Choosing the play

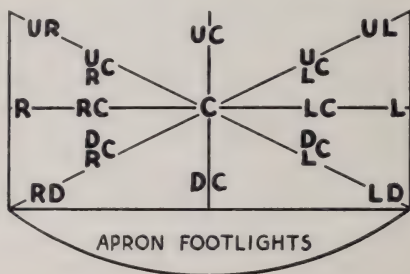
The selection of the vehicle to be used is one-third of the battle. Try to select a play of sufficient literary merit so that the pupils may live with it closely without tiring of it. If it is absolutely necessary to choose a non-royalty play, classics and old plays upon which the royalty has expired are sometimes preferable to cheaply written modern farces which soon bore both coach and cast. Since drama "holds the mirror up to nature," a good play should concern itself with real problems of real people. Farce is extremely difficult to do well. Comedy is easier and has more value, as a rule, since it portrays more life-like characters in nearer-to-life situations. The average high school pupil revels in drama—the heavier the better! *The idea that a play must be funny to appeal to the teenage mind has been proved false many times.* If several plays a year are given, try one or more serious plays. Whimsey and conversation pieces are usually most difficult for high school actors and audiences unless a great deal of preliminary ground work is done. They are a delightful experience for coach, cast, and audience when they are properly appreciated by all.

2. Preliminary preparation by the director

a. Familiar theatrical terms

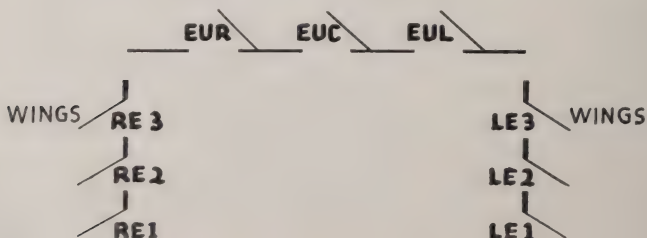
- (1) *Proscenium arch*: the front "frame" of the stage; the arch which holds the curtain
- (2) *Apron*: the portion of the stage between the curtain line and the footlights
- (3) *Wings*: the parts of the stage not included on the set but extending to side and rear walls
- (4) *Flies or Fly Gallery*: open space above stage usually used as a storage space for scenery. It should extend at least two stories above stage.
- (5) *Grids or Gridirons*: supports on which to hang back drops, ceilings, and curtains

- (6) *Flats*: pieces of scenery constructed of white pine frames, 1 x 3 inches, braced at the corners and covered with heavy unbleached muslin or canvas properly sized and calsomined. Height of flats should be proportioned to the height of the stage.
- b. After becoming thoroughly familiar with the play, the director draws a stage plot to scale, and with pins or buttons for actors works out all the action—crosses, business, etc., and writes these directions into the director's manuscript. Directions are given from the viewpoint of the actor, not the audience. Only initials are used in recording directions; the word *cross* becomes x; right center, RC; down left, DL. Down-stage means toward the footlights; up-stage away from the footlights. Directions are determined as follows:



If the character is to cross down left center before saying a certain line, the director writes XDLC before that line in his manuscript.

Exits are numbered on the following diagram. Naturally no stage will have all of them, yet they are always so numbered:



c. Techniques to be remembered

- (1) Since the proscenium arch and curtain line form the front frame for the stage picture, actors usually do not play on the apron except in vaudeville.
- (2) *Balance* is important; characters should be rather evenly distributed over the stage with the character most important to that particular scene (not necessarily the leading character of the play) in an up-stage position. Sometimes one important character may balance the rest of the cast, thus deliberately varying the procedure of even distribution.
- (3) *Triangle formation* is important although the shape of the triangle varies. As stated above, the apex of the triangle in the up-stage position is usually occupied by the character most important at the moment.
- (4) *Level* should be varied and interesting. The use of steps, balconies, etc., on the set, as well as having some characters seated while others stand, will assist.
- (5) *Movement* of characters should be purposeful. Avoid meaningless actions. Minor characters must not "steal the scene" by attracting attention to themselves in any way. Success depends upon the whole picture, which must be a reflection of the director's mental image.
- (6) *The director should know what he wants before the first rehearsal and keep definite control of the whole situation.*

3. Choosing the cast

- a. It is a good idea in selecting a cast to be as democratic as possible. If the entire high school faculty cannot serve as a committee to select the players, then it is advisable to have a committee of faculty representatives who know the pupils from classroom contacts.

- b. Copies of the play may be placed in the library for several days before the try-outs so that the pupils may familiarize themselves with the characters. If a large number of pupils are to participate in the try-outs, have all plans well organized before the try-outs occur. Registration may be conducted for several days preceding the try-outs, and the actual try-outs occur in the order in which pupils have registered.
 - c. Lists of the characters with a brief description of the characters should be supplied each judge. It is, of course, understood that the judges will have read the play previously. Lists of the names of pupils who are trying out should also be given the judges, with enough blank space on the page for the judges to write their comments after the names.
 - d. Select portions of the play which are good acting bits for the various characters and allow the pupils to read selections from the play in groups of three or more.
 - e. After all pupils who are eligible and who wish to do so have tried out, the judges, as a group and by vote, select the best two or three for each part. If time permits, second elimination try-outs may be held the next day. In each case it is advisable to select an understudy for each part.
4. Choosing the producing staff
- a. No play can hope for success without the loyal support of the hard-working producing staff which receives no applause, little publicity or glory, and yet gives hours of earnest effort.
 - b. Committees to be chosen should be advertised and interested pupils allowed to volunteer for the committee of their choice.
 - c. A faculty sponsor for these activities is a big help provided final authority rests with the play director.

d. The following appointments should be made :

(1) Business crew

- (a) Manager
- (b) Ticket committee
- (c) Publicity committee
- (d) Ushers

(2) Stage crews

- (a) Head-of-stage (a co-ordinator)
- (b) Properties committee
- (c) Carpenters
- (d) Electricians
- (e) Stage dressing committee (responsible for furniture and general appearance of the acts)
- (f) Costume committee
- (g) Make-up committee
- (h) Holder-of-the-book (a sort of assistant director and prompter). Different pupils may be made responsible for each act. Understudies do nicely here.

e. When these crews are organized, they should begin work immediately. If sets are to be built, seek advice from any one of several good books on the subject. Detailed instructions cannot be given here for lack of space.

f. Head-of-stage supplies each committee chairman with lists of duties. Each chairman supplies committee members with lists of duties before and during performance.

5. Reading rehearsals

a. The first rehearsal is attended by all members of the cast and their understudies. It takes the form of a reading rehearsal, the first act being read by the first cast, the second act by the understudies and the third act by whatever players the coach decides upon. Before any reading is begun, however, it is advisable for the coach to outline very definitely the requirements and procedures which will be observed during the production of the play.

These preliminary remarks are most important, since they establish the atmosphere and working habits of the group.

- (1) The director explains that a play must reflect one person's idea, and that person is the director. A play director must be an autocrat. No player may question the decision of a director or make comment or suggestion of any kind as long as that player is on the stage portraying his part. This does not mean that the director refuses to accept suggestions. It only means that constructive suggestions for the benefit of the play must be given the director during the period when the pupil is not on the stage. Comments and suggestions from the stage unduly delay rehearsals. Players must be prompt and regular in attendance at rehearsals. Any lateness or unexcused absences will mean that the understudy steps into the part. No books will be permitted on stage beginning with the third rehearsal of any act. Understudies are not required to memorize or absorb their parts word for word, but they must attend a sufficient number of rehearsals to make themselves thoroughly familiar with the business and sufficiently familiar with the lines so that they may be prepared to step into the part on very short notice. Since producing a play is first of all a cooperative activity requiring the earnest effort of everyone involved, any member of the cast or stage crew who creates disturbance or fails to behave in the interests of all should be replaced at once.
- (2) To prepare a characterization quickly and effectively, players may find it helpful to observe the following procedure:
 - (a) First read the entire play for the story.
 - (b) Read the entire play to check on points of the story which have been forgotten.

- (c) Read the play to determine the type of play, farce, comedy, drama, etc., and the author's purpose in writing it.
- (d) Read the play for the characters
 - (1) Why is each character included?
 - (2) How does he advance the plot?
 - (3) What sort of person is he?
 - (4) What is his relationship with other characters?
- (e) The pupil should read the whole play four times before he is told a word about his part. The player, who when handed his play copy, immediately begins looking for his own entrances and exits, is likely to doom himself to failure. Whether the part has six lines or six hundred is not important. If the play is well written, each part is essential to the development of the plot. Only after the pupil is thoroughly familiar with the play as a whole is he ready to consider his particular contribution to it. On the fifth reading, he should *study the character* he is to play.
 - (1) What kind of person is he: family, background, age, nationality, previous history?
 - (2) What is his relationship to every other character?
 - (3) What do other characters say of him?
- (f) On each succeeding reading of the whole play, the player should absorb all he can of the character's thoughts, actions, motives, reactions to other characters and situations.
- (g) He should not memorize! He should absorb the character's thoughts and actions by thoughtfully reading and re-reading the entire play until the author's exact words become the only possible

ones for him to say. Psychologists have proved that this method takes less time than the old-fashioned way of learning lines and cues. Then, too, if the pupil has absorbed the part, no stage fright or accident of moment can make him forget his lines. They are a part of him.

- (h) While on the stage, the player should *think the thoughts the character thinks and continue the theme and mood until something happens to change it*. These are the two most important rules for the successful performer to remember. They do not mean that the player forgets his techniques of vocal and bodily control and the business given him by his director. It simply means that these techniques have been so thoroughly absorbed during rehearsals that they are part of the player, unconsciously present in every action. *Continue the theme and mood until something happens to change it* means *don't anticipate*. The player should not be conscious of what is going to happen until it actually happens. For instance, suppose that John is cast to play the part of Tom Brown, Mary to play Alice Green. The play calls for a scene during which Tom and Alice quarrel, and Tom starts for the door threatening never to return. Just as he reaches the door, Alice calls him, and he stops on the threshold. Of course, John and Mary, playing the roles, know what is to happen, for they have rehearsed the scene many times. The point is that Tom and Alice do not know. They have never had this particular quarrel before. Yet the average amateur playing the role of Tom will hesitate as he nears the doorway in anticipation of Alice's call. In

other words, he ceases to be Tom and becomes John Brown, wondering what has happened to Mary that she is slow on her cue. Unfortunately, audiences always sense the fact that the character *dies* when the thoughts of the actor intrude themselves. Remember that the player should not *anticipate!*

- b. After these preliminary instructions, the reading of the play begins. If time permits, several days may be devoted to reading before beginning the business rehearsals.

6. Business rehearsals

- a. Usually one business rehearsal for each act is held on successive days with all members of the cast and their understudies present and equipped with pencils and (of course) copies of the play. "Business" means all the action of the play, crosses, sitting, standing, use of properties such as tea cups, andirons, etc.
- b. Before beginning the rehearsal, with the entire cast seated, the director draws stage plots on the blackboard and defines stage terms, as outlined above.
- c. These additional directions may be given the cast:
 - (1) When you are given a direction, write it in your play copy and absorb it at the same time and in the same way you were told to absorb your part.
 - (2) Action precedes utterance. Most of the business will come before lines.
 - (3) Stand still unless you have a reason for moving. Make no crosses unless directed to do so.
 - (4) Plan to be in the wings ten feet (if possible) from the place at which you are to enter at least three minutes before time for your cue. During this time think your character's thoughts, breathe as your character would breathe, hold your body as your character

would. It is impossible to "get into character" on a stage threshold. Be your character before you enter, all the time you are on stage and for at least a minute after you exit.

- (5) Emotions must be controlled and techniques remembered even though you are thinking your character's thoughts. This sounds contradictory and ambiguous. As you try it, you will find that practice makes it possible.
- (6) You must be heard in all parts of the theatre; yet no audience likes to be shouted at. Remember the voice lessons given in your speech course!
- (7) Your body must support your part. Any gesture or action remembered by the audience as a gesture or action is bad. Here are a few simple rules to follow:
 - (a) The notch of the sternum, or center of the breastbone, is the center of balance of your body. The body is poised only when a plumb line suspended from the notch of the sternum to the floor finds the weight equally divided on each side of the line. Whether the weight is on one foot or both, the hips and shoulder should not twist.
 - (b) Don't stand with the feet parallel and together unless you are portraying a servant. Don't "toe out." Usually heels should be two to six inches apart, one foot slightly advanced, weight on the balls of the feet, shoulders and hips even. Both heels should be on the floor.
 - (c) Gestures are made with the full arm—not from the elbow down. They should come from the "inside"—because you have something to say with your body not because you have been told to gesture in a certain way. Never gesture across your body.

- (d) Never reach for anything. If you must pick up a book from a table, walk close to the table before touching the book. If from the floor, walk close up-stage of book, kneel on down-stage knee, and pick up book without stretching your arm. Don't reach for a chair with your hips. Stand close to chair, and with all your weight on one foot, sit down. When you get up put all your weight on the foot opposite the direction in which you are to cross. For instance, if you expect to cross right, put all your weight on your left foot, leaving your right foot free for your first step. This takes practice. Try it at home until graceful action is automatic.
 - (e) Remember all your actions are many times more noticeable on stage. Learn to use all these rules at all times, and assure yourself of a poised body which will help you to be at ease in any group. Learn them so thoroughly that they cease to be a part of your conscious thought. Then you can forget them as you think your character's thoughts, and your body will obey your bidding automatically.
- d. The business rehearsal begins. Players read their parts, writing directions into the script. Chairs set back to back indicate doors. Chairs and rough tables placed accurately clarify the set. If time permits, go through each act a second time in one rehearsal to place the action. Rehearse the acts in sequence, one act each day, never trying to perfect one act before beginning the next. The latter practice leads almost inevitably to weak third acts.
7. Line and business rehearsals
- a. Players may have books on stage for the last time during the third rehearsal of each act. Players

should have absorbed their parts by the eighth rehearsal day. First rehearsals without books are concerned largely with lines and checking business although the understanding of the character should be developing.

- b. Subsequent rehearsals are for perfecting and polishing. Soon, now, the play develops its "tempo" or timing. This important part of the production—that variety of timing which assures director and cast that all is well—indicates that final rehearsals are in order.

8. Properties rehearsals

As long as possible before the performance have all hand properties—tea things, books, papers, fire tongs—used in rehearsals. Properties committee may furnish substitutes to use until final products are ready.

9. Costume rehearsals

- a. At least three days before dress rehearsal, a full rehearsal in costume is advised. This gives time to adjust color clashes, skirt lengths, too gay socks, etc. Remember that dresses appear at least three inches shorter on the stage than in ordinary situations. Inappropriate costuming can spoil a production. "Grandma" should not wear a dashing young sport frock just because Mary, cast as grandma, wants to look her prettiest.
- b. Members of make-up committee, each assigned definite characters, begin practicing on the cast at these rehearsals. They have probably been practicing on each other before that!

10. Dress rehearsals

- a. If possible, have several dress rehearsals with everything complete. In this way, the stage crew has time to adjust dragging doors, windows that will not open, and lemon slices forgotten. If food is part of the play, try to supply small portions of the real article. Steam coming from the teapot is a realistic touch. Actors respond more naturally; the audience forgets to wonder what the actors are really eating, and illusion is preserved.

- b. Sets should reinforce the action of the play, being neither so elaborate nor so inadequate that they attract attention away from the actors. If the hero is supposed to gaze in astonishment at a modernistic bit of statuary, inquiring, "What is it?" and the stage dressing committee has supplied him with an old-fashioned and perfectly evident "Boy with Fishing Rod," illusion is immediately shattered, and the audience loses the mood of the play.
- c. It is a good idea to allow each member of the cast to invite one guest—preferably his mother—to the dress rehearsal. Mothers notice skirts that hang unevenly, colors that clash, inaudible sentences, bad posture—in fact, everything about *one* character. Their suggestions and assistance are invaluable.
- d. The make-up committee has posted its call for each character so that all make-ups are finished fifteen minutes before curtain time.
- e. Written instructions for the next day are posted in conspicuous places. These include dressing room assignments, make-up assignments, cautions as to back-stage noise, directions to committees, etc. (Any sound above a whisper is liable to be heard by the audience.)

11. Performances

a. Opening of play

The big day has come. All characters are made up and in costume at least fifteen minutes before curtain time; costume committee members stand ready to assist with quick changes; properties committee members have property-filled tables placed outside the proper stage exits and stand ready, list in hand, to supply actors with hand properties as they go on stage; the holder-of-the book seated in the wings where he can see the stage, is ready to give the curtain signal to the stage crew member assigned to curtain duty; five minutes before curtain time a stage crew member has gone through the dressing rooms calling, "*Five*

minutes to curtain time; places, first act"; the electrician has set all lights except footlights, which are still unlighted; all players are in place. The holder-of-the-book signals the electrician, "One minute to curtain time, footlights up, house lights off"; then to the cast, "Curtain going up"; and to the curtain man, "Curtain"—and the play is on! And not a minute late either—the gratitude of your audience for a prompt beginning speaks well for the success of the performance.

b. End of Act 1.

Holder-of-book signals, "Curtain, house lights up, footlights off."

c. Between acts

Head-of-the-stage takes charge. For change of scene the following procedure is useful:

- (1) All players off stage.
- (2) Stage dressing committee removes pictures and moves furniture to center of stage.
- (3) Property committee assembles its material in center of stage.
- (4) Stage crew "strikes" (or takes down) flats on side of stage on which storage space for first-act furniture is provided.
- (5) Stage dressing and properties committees move furniture and properties off.
- (6) Meantime stage crew strikes rest of set and begins lashing flats for second act at back of stage or on side where furniture has been moved.
- (7) Stage dressing committee moves on second-act furniture, placing it where it is to be except where stage crew has not finished with set.
- (8) Properties committee places properties, checking carefully on previously prepared list.
- (9) Stage crew member calls through dressing rooms, "Places, second act."

(10) Electrician sets lights.

(11) Same procedure applies as for opening first act.

d. End of performance

(1) Curtain calls tend to destroy illusion.

(2) Flowers over the footlights sometimes hurt feelings of the players who do not receive any.

12. Clean-up

a. Schedule the clean-up for the morning after the last performance. A good stage crew is judged by the way it leaves the stage and the promptness with which it returns borrowed goods.

b. Each committee returns things for which it is responsible. In case of damage to borrowed things, immediate adjustment is made.

c. If the clean-up is well planned, the stage is cleaned and all borrowed things returned by noon; then there is excellent prospect of being able to borrow for the next play from the same people.

13. Random comments

a. A good director should be able to see the play from the audience without danger of mishap. It is a good thing for pupils to be made to feel their responsibility.

b. In spite of the fact that a director must be an autocrat, he should encourage individual initiative and individual interpretations of each part. Let the players grow into their parts, developing their own ideas, as long as the interpretation is not in discord with the picture as a whole. Discussion and mutual understanding of the play's meaning usually clarifies these situations.

B. Workshop classes

In every school there are many pupils who, even though they are intensely interested in dramatics and desirous of appearing in plays, will never have the privilege of participating in major school productions. It is important in a democracy that every child should have equal

opportunities for self-development. Workshop classes are a step in the direction of equalizing opportunity.

1. Organization

- a. Announcement is made in all classes, the school paper, and bulletin boards that workshop dramatic classes will be organized to meet twice a week for eight weeks (half a semester) during the pupils' free period. Pupils wishing to enroll sign cards at a designated place, giving name, class, and free period. Every child who enrolls is cast in a one act play which is given before an audience. Pupils who show sufficient ability are eligible under certain conditions for membership in the Drama Club.
- b. One act plays are selected and players chosen from enrollment cards.
- c. Student coaches, usually Drama Club members, are appointed to direct each play under the supervision of the teacher. Before the first workshop session, the teacher instructs student coaches as to preliminary preparation.
- d. First meeting of group is usually conducted by the teacher, especially if enrollment is so heavy as to demand that several groups meet during each period. Follow procedure for reading rehearsals of regular plays.

2. Procedure

Responsibility rests largely with the student coach who has worked out stage plots, business, etc. Guidance is given by teacher.

3. Production

Town and school clubs and other organizations usually welcome workshop plays as program material, provided explanation is made of the fact that these are training school, not finished, productions. Motives and methods of selecting casts may be explained by the teacher. Announcement of characters and explanations are made by student coaches.

C. Drama clubs

As a worthwhile leisure time interest, as an extra-curricular activity, as a reward for effort and merit, as an added opportunity for the gifted child to prepare for specialized life work, the high school Drama Club justifies its inclusion in the school program. Teachers should understand, however, that dramatic classes are not to be held for the purpose of producing actors and actresses.

1. Membership qualifications

- a. Participation of outstanding quality in a major school production. Talent must be supplemented by cooperative spirit and willingness to assist in stage crew work if called upon.
- b. Participation in a workshop play—showing real ability plus at least ten hours of dramatic service to the school such as work on producing staff committees, cataloguing dramatics library, assisting with Christmas pageants, etc.
- c. Ability, plus an interest and enthusiasm which will lead to participation in all phases of dramatic effort, may be determined in other ways at the discretion of the faculty sponsors. As a general rule, allowing club members to vote for new members develops ill feeling and jealousies.

2. Activities

- a. A certain number of hours or points per semester should be required of each active member. These may be in any dramatic service approved by the sponsor. A "point" committee keeps these records and reports eligibility of members for final honors.
- b. Regular meetings, conducted by club officers, should have varied programs leading to increased knowledge of drama. Outside speakers, one act plays produced by members, workshop plays, play readings from famous plays, reviews of modern plays, trip to city theatres (back stage), discussions or panels on the philosophy of drama and other less difficult material, occasional socials, and

many other items may be used as program material.

- c. One act plays may be taken out in the community.
- d. Play writing contests may be held.
- e. One act play tournaments produced entirely by club members, judged by outside judges, may be sponsored.
- f. At least one major production a year should be given if at all possible.

Nothing but blackness above
And nothing that moves but the cars;
God, if You wish for our love,
Fling us a handful of stars!

—From "Caliban in the Coal Mines"
by Louis Untermeyer.

MOTION PICTURE APPRECIATION

The rapid growth of the motion picture industry during the last few years has led to the introduction of a new and powerful factor of influence in the lives of millions of Americans. Since a large portion of the leisure time of many boys and girls in urban communities is spent in motion picture theaters, the effect of these motion pictures on the character, interests, personalities, and enthusiasms of young people cannot be overestimated. This fact justifies the expenditure of a certain definite amount of school time to insure proper critical standards of this new art.¹

I. Outcomes

- A. Pupils should learn to listen courteously and attentively, thus developing social poise and attitudes of cooperation.
- B. Knowledge of places, manners, and customs of this and other times may be increased and an awareness developed of social problems and of the use of propaganda.
- C. Interest in literature and appreciation of all the arts may be fostered.
- D. Some pictures will provide effective aids to character education and serve as a constructive use of leisure time. They may also furnish entertainment.
- E. An appreciation of the speech skills may come as a result of study of the diction, voice, pronunciation, etc., of the better actors.
- F. The development of an intelligent audience will tend to improve the general tone of motion pictures by creating a demand for more artistic productions on more elevated themes.

II. Suggested activities

- A. When important pictures are scheduled at local theatres, pupils should become familiar with the historical background in any of various ways: class reports by individuals or groups, discussions, reading of the book from which the play is made, use of visual aids, etc.
- B. Adequate criteria for judgment may be established by the study of the dramatic form, methods of acting, literary merit of the story, purpose of the play, general information as to the technique of movie making.

- C. With the understanding that recommendations will be made to the school, arrangements can sometimes be made with local theater managers for the class members to attend a special preview performance.
- D. After seeing the production, the class may discuss: (1) plot, (2) best bits of acting, (3) methods by which illusion was obtained, (4) technical phases, photography, make-up, costuming, lighting, sets, (5) historical accuracy and anachronisms, (6) diction, vocabulary, voices.

III. General suggestions¹

- A. If the school owns a motion picture machine, it is often possible to obtain the loan of valuable films and portions of films for classroom use. If the school machine is too small to show commercial size films, local theater managers will sometimes be willing to cooperate by adding short educational features to their regular programs. They might also give special morning matinees.
- B. Many agencies prepare reviews and other aids for teachers.
 - 1. The United States Government distributes documentary films prepared by various bureaus.
 - 2. The General Federation of Women's Clubs distributes West Coast Previews and East Coast Previews.
 - 3. Commission on Human Relations, Progressive Education Association, New York City, prepares cuttings from well known movies to use in teaching human relations.
 - 4. Photoplay helps² and study guides are excellent.
- C. Motion pictures offer many opportunities for vitalizing the school program, for encouraging reading, and for training in social usage.
- D. Teachers should see to it that the pupils are aware of the purpose of the study of all visual aids used and that they understand the meaning and use of propaganda.

¹Rand, Helen and Lewis Richard, *Film and School* (National Council of Teachers of English), D. Appleton-Century Company, New York.

²Lewin, William, *Photoplay Appreciation in American High Schools* (National Council of Teachers of English), D. Appleton-Century Company, New York.

Let us all be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

—From “A Psalm of Life” by Henry
Wadsworth Longfellow.

RADIO

In view of the fact that a majority of American homes are affected directly or indirectly by the wide use of radio as a means of communication and entertainment, the school will do well to avail itself of the many opportunities presented by radio for instruction and for bridging the gap between the school and the world. Many important outcomes may result from a wider use of radio in the classroom. The work of the classroom may be vitalized, desirable pupil attitudes cultivated, and an eventual improvement in the quality of programs demanded by the public may be noted as a result of the cultivation of artistic standards of appreciation.

I. Outcomes

- A. Knowledge of persons, places, and events may be broadened.
- B. The ability to criticize intelligently may be cultivated.
- C. The study of other subjects may be motivated and stimulated.
- D. Attentive listening attitudes with resultant growth in courtesy should be developed.
- E. A desire for a well developed speech personality will be cultivated by the examples of good diction and pleasant voices heard on the better programs.
- F. Research, real life problems of the community and nation, current news, and worthwhile personalities will be brought into the classroom.
- G. The artistic presentation of material not otherwise available will vitalize class procedures.
- H. Performance before a microphone will tend to overcome self-consciousness and stage fright.
- I. Speech techniques will be improved, and the study of these techniques will be motivated.
- J. An opportunity for creative writing will be provided in the preparation of scripts.
- K. The importance of condensing thought into specific time limits should be stressed.

- L. The activities of the school will be brought to the attention of the community thus providing an effective method of bridging the gap between the school and the world and giving an opportunity for an effective publicity program.
- M. Discrimination in humor may be developed.¹

II. Activities

- A. When the purpose of the activity is to listen intelligently to certain broadcasts, the following procedures may be followed:
 - 1. Preparation may be made for general and specific programs.
 - a. Evaluation sheets may be worked out by the class to provide an easy method of checking a program while one listens.
 - b. Oral drills and dictation may be given to make pupils ear-minded.
 - c. Preliminary visits to a radio station should familiarize the student with the technical phases of broadcasting.
 - d. General study of a specific thing to be broadcast may include class reports on reference material presented by individuals or groups; discussions, visual aids, etc.
 - e. The radio should be tested, and the class should be seated comfortably before time for the broadcast.
 - 2. During the broadcast, the classroom environment should be conducive to attentive and intelligent listening.
 - 3. After the broadcast, the class may conduct panel and round table discussions and have individual reports on the subject. There may be further study and creative expression on topics suggested by the broadcast.
- B. When the school is situated in or near a community in which a radio station is located, many worthwhile activities may be organized which will permit the pupils to participate in an actual broadcast.

¹Orndorff, Bernice, "Radio Humor: A Unit for Grades VII-XII," *The English Journal*, pp. 526-534, September, 1939.

1. Preparation will probably include the following steps:
 - a. The class, under the guidance of the teacher, will decide the type of program to be broadcast—discussion, dramatization, debate, newscast, music, etc.
 - b. Extensive study of subject material will occupy the class until the actual form of the broadcast suggests itself.
 - c. The script will be prepared, provided, of course, that one is needed. The extemporaneous discussion done without script will be a valuable project, especially for social studies classes. In this case, a leader may be appointed who is responsible for keeping the program moving and for the summarizing of the discussion at the proper time. Rehearsals may be held but since no speeches will be written, the discussion will be different each time. The latter method should be used, under ordinary circumstances, only with advanced pupils.
 - d. Preliminary arrangements as to time and length of program should be made with the broadcasting station by the pupil manager under the supervision of the teacher.
 - e. Classroom rehearsals with a dummy microphone or public address system will aid the pupils in overcoming fear and will assist the producing staff in perfecting sound effects.
 - f. A rehearsal should be held at the studio.
2. The broadcast will prove a stimulating experience for all participants.
3. Pupils and listeners will want to evaluate the broadcast on the day following.

III. General suggestions

All the major broadcasting companies offer a large number of worthwhile educational programs. If the school is so located that reception of these national programs is difficult because of time or mechanical difficulties, it is possible to obtain transcriptions of some of the best educational broad-

casts. These may be rebroadcast by local stations upon arrangement with the larger broadcasting companies. In some cases they may be obtained directly by the school for broadcasting over local school equipment. If it is possible to have each classroom equipped with a radio receiving set and the school as a whole equipped with a small broadcasting system, opportunities for growth will be offered to pupil and teacher alike.

I am my Past so long as I am I ;

* * * * *

The Past that might have killed me if it could

I sternly mold to art and hardihood.

—From "Let the Past Die" by William
Ellery Leonard.

THE LIBRARY

Learning how to use the library efficiently for his own needs is of primary importance for every pupil in school. The following program is suggested as a six-year course in library science beginning in the seventh year and extending through the twelfth. Provision should be made to review the work accomplished in the preceding years. If no provision is made for definite library classes in the program, it is suggested that time be set aside for library instruction by the English teacher whenever the need arises.

I. Library science for the seventh year

A. Outcomes

1. A general knowledge of library rules and materials is essential in the seventh year.
 - a. The correct library attitude should be created.
 - (1) Courtesy and respect for the rights of others should be observed at all times.
 - (2) There should be no unnecessary talking or disturbance at any time.
 - b. The arrangement of books and the reason for such an arrangement should be explained.
 - c. The methods of borrowing and returning books to the library should be made clear to the pupils.
 - d. The ability to locate materials should be stressed.
2. Definite information as to the actual equipment and the facilities of the library is necessary.
 - a. The make-up and care of books is of primary value.
 - b. The purpose and use of the card catalogue is vital.
 - c. The ability to locate books on the shelves should be developed.
 - d. The ability to use the dictionary accurately and efficiently is fundamental.

B. Activities

1. Acquaint the pupil with the actual format and care of books.
 - a. The physical make-up of a book includes the cover, back, sides, etc.

- b. The printed parts of the book include the title page, preface, introduction, contents, index, text, list of illustrations, glossaries, etc.
 - c. The care of books will concern stressing the importance of using book marks, replacing books in correct places, simple mending of torn pages, and opening new books correctly.
2. Teach the use of the card catalogue.
- a. Give the pupil information for finding a book by author, title, and subject.
 - (1) Large reproductions of the different kinds of catalogue cards may be made to show to the group.
 - (2) Sample size cards may be given to the pupils before the actual explanation begins.
 - (3) Slips of paper with author, title, or subject to look up may be given to the pupils.
 - b. Show the relationship between the number on the book and the number on the card in the catalogue.
 - (1) A comparison of looking for books in the catalogue with finding a person's address in the telephone directory may be used in teaching the use of the card catalogue.
 - (2) The pupil may check the cards with the books on the shelves to see whether the book "is at home."
 - c. Explain the use of guide or reference cards for finding references.
 - (1) The teacher may give out a list of subjects and have the pupil find the book containing information on that subject. This procedure may also be applied to titles and authors to aid in locating a book more easily.
 - d. Show the arrangement of cards in the catalogue.
 - e. Discuss the information found on each type of card, such as author, title, subject.
 - (1) The pupil may make a sample card for the book he is reading.

- (2) A list of items may be given to the pupil so that he may place the items on the card in the correct position.
3. Explain the arrangement of books in the library.
 - a. Show the advantage of a related classification for subject matter.
 - b. Explain the general plan of the Dewey Decimal Classification.
 - (1) Before beginning a discussion of the classification system, the teacher should explain to the group who Melvil Dewey was and why he arranged books in the order that he did.
 - (2) Each pupil should be given a copy of the main forms of the Dewey Classification so that he may follow the teacher in the explanation.
 - (a) 000—General works—Books about books and other subjects.
 - 100—Philosophy—Man thought.
 - 200—Religion—Man thought about God.
 - 300—Social Science—Man thought about his neighbors.
 - 400—Language—Man talked with his neighbors.
 - 500—Science—Man studied things about him such as trees, rocks, birds, flowers.
 - 600—Useful Arts—Man made useful things.
 - 700—Fine Arts—Man made beautiful things.
 - 800—Literature—Man wrote.
 - 900—History—Man kept a record of events.
4. Discuss the importance and use of the dictionary.
 - a. Distinguish between the abridged and the unabridged dictionaries.
 - b. List for the class the main characteristics of the different kinds of dictionaries found in the school.
 - c. Explain the physical make-up of the dictionaries, such as (1) word arrangement, (2) guide words,

- (3) divided page, (4) bibliography, (5) gazetteer, (6) atlas, (7) illustrations, (8) abbreviations, (9) punctuation, (10) history of the English language.
- d. Explain the word treatment used in regard to (1) definition, (2) pronunciation, (3) derivation, (4) parts of speech, (5) synonyms, (6) antonyms, (7) homonyms, (8) prefixes, (9) suffixes.
- e. Emphasize the importance of alphabetizing as an aid to find words and their meanings.

C. General suggestions

1. In teaching the make-up and care of books, the teacher may make or obtain from the American Library Association appropriate posters.
2. The pupil may make a miniature plan of the school library and put in the summary divisions of the books as they are located in the library.
3. In connection with the study of the *Webster's New International Dictionary*, the teacher may obtain from the publishers the pamphlet *Noah's Ark, the Origin and Making of Webster's New International Dictionary*, by William Rose Benet.
4. The teacher should see that each pupil has access to a type of dictionary that may be used in ordinary life situations.

II. Library science for the eighth year

A. Outcomes

1. The importance of encyclopedia as a valuable source for reference material should be explained to the pupils.
2. Various types of periodicals should be introduced to the pupils.
3. A desire for reading in a greater number of fields should be fostered.

B. Activities

1. Review the skills and library usage given in the seventh year.
2. Explain the use and value of encyclopedia.
 - a. Show the relationship between the dictionary and encyclopedia in material and word arrangement.

- b. List the characteristics of the various encyclopedias found in the school.
 - (1) If possible the teacher should have sample pages from different encyclopedias to give to the pupils.
- c. Stress the arrangement of the material found in the encyclopedia, such as (1) guide words, (2) index, (3) illustrations, (4) cross references.
 - (1) Assign the pupil certain subjects to look up; include some with cross references.
 - (2) Assign lists of questions for pupils to find answers to.
3. Acquaint the pupil with the various periodicals in the school.
 - a. Each magazine should be analyzed as to the kind and number of stories and poems, the different types of articles, special features, and advertisements.
 - b. The pupil should have access to a number of good magazines and be able to compare them.
4. Foster the desire for wider reading on the part of the pupils.
 - a. Oral reports in the form of book sales, talks, dramatizations of certain scenes and characters, hidden book sentences and riddles, and suitable plays may be given.
 - b. Written assignments such as the making of a card catalogue of books read by the pupils, letters recommending books to other students, and a bound book of character sketches or "book blurbs" written and illustrated by the pupils may be used.
 - c. Effective book display may be made by the pupils.

C. General suggestions

1. The teacher should see that there is at least one good set of encyclopedias available for the pupils.
2. A number of good magazines should be accessible to every pupil in school. Suggestions are *Nature Magazine*, *National Geographic*, *Popular Mechanics*, *Scholastic*, *American Girl*, *American Boy*, *St. Nicholas*,

Harpers, Atlantic Monthly, Reader's Digest, Theater Arts Monthly, New York Times (Sunday edition), and others.

3. Every teacher should strive to have enough well selected and valuable books for pupils to read.
 - a. For aids in book selection the lists prepared by the National Council of Teachers of English¹ may be consulted.
 - b. Each pupil may be asked to contribute a book fee or rental fee to be used for the purpose of buying new books.

III. Library science for the ninth year

A. Outcomes

1. The skills taught in the preceding years should be mastered.
2. The use of the periodical index as a guide in locating current references is necessary.
3. A more detailed analysis of periodicals is essential.
4. Reading in a wider field should be stressed.

B. Activities

1. Review the skills taught in the seventh and eighth years.
2. Introduce the periodical index as a valuable guide for current reference.
 - a. Explain the purpose of such an index, what it means, the information it contains, and how to use it.
 - b. If possible have copies of back issues of the *Readers' Guide* available for the pupils.
 - (1) Interpret the bibliographical information given.
 - (2) Explain the abbreviations used.
 - c. Stress the fact that the *Readers' Guide* indexes over one hundred of the best magazines.
 - (1) This is valuable in that the material on recent happenings, current events and affairs may be easily found.

¹*Books for Home Reading for High Schools*, The National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois, 1937.

(2) All articles pertaining to the subject may be readily checked.

d. Give the pupils various general subjects and have them list in complete form, without abbreviations, the references found in the *Readers' Guide*.

3. Have the pupils make a more detailed analysis of the periodicals, including the type, value of each, materials found in each, organization of material, history of magazine, contributors, cost, publishers, frequency of publication, and value as a reliable source of information.

4. Continue with oral and written book reviews as suggested for the ninth year.

C. General suggestions

1. Provision for an adequate number of periodicals should be made by the teacher.

2. Each pupil should have access at all times to a recent issue of the *Readers' Guide*.

IV. Library science for the tenth year

A. Outcomes

1. Emphasis should be placed on how to select and annotate the best type of material for the pupil's needs.

2. The pupil should realize that the library is a complete unit in arrangement and classification.

3. The free use of maps, atlases, and other references should be encouraged.

4. The importance of a varied reading program should be stressed.

B. Activities

1. Acquaint the pupil with the standard library tools for book selection, such as (1) American Library Association bulletins, (2) *Booklist*, (3) *Children's Catalog*, (4) *Graded List of Books for Children* by Nora Buest, (5) *The Horn Book*, (6) *Realms of Gold in Children's Books* by Bertha Mahoney and Elinor Whitney, (7) *Wilson Library Bulletin*, (8) *Leisure Reading* (Grades 7-9 and *Home Reading* (Grades 9-12), published by the National Council of Teachers of English, (9) A

List of Books Recommended for High School Libraries, National Council of Teachers of English.

2. Give definite practice in taking correct and helpful notes.
 - a. Have pupil choose a definite subject and collect all references pertaining to that subject.
 - b. Select pertinent references to be used.
 - c. Make a brief outline to include the source of material (title, author, volume, page), and other needed information.
3. By means of general review of all the library work done in previous years such as (1) shelving, (2) use of the card catalogue, (3) classification, (4) periodicals, (5) references, and others illustrate the fact that the library is a complete unit in arrangement and classification.
4. Discuss the various types of atlases, such as (1) geographical, (2) historical, (3) political, (4) commercial.
 - a. Show the uses for these different types.
 - b. Indicate the means of telling a good atlas or map.
 - (1) How authentic is it?
 - (2) How dependable are the compilers?
 - (3) How recent is it?
5. Continue with oral and written book reviews.

C. General suggestions

1. It is advisable for the library teacher to have a subscription to the *Wilson Library Bulletin*, which costs one dollar a year and is published by the H. W. Wilson Company, New York.
2. The teacher should become acquainted with the common library tools and with a number of lists and catalogues issued by publishing houses.

V. Library science for the eleventh year

A. Outcomes

1. The pupil should know how to make a complete bibliography.

2. The reading interests of the student should become more mature and varied.

B. Activities

1. Each pupil should make a complete bibliography on a certain topic that he has chosen.
 - a. A definite topic such as *How to Train Animals* or the *Development of the Railroad* should be selected.
 - b. In gathering the information the pupil should review the use of library tools such as: (1) dictionaries, (2) encyclopedias, (3) card catalogue, (4) *Readers' Guide*.
 - c. Note-taking should be reviewed.
 - d. The references should be filed on cards with the following data: (1) topic, (2) call number, (3) author, (4) title, (5) publisher, (6) copyright, (7) chapter, (8) page, (9) a brief summary of the article.
 - e. Cross references should be consulted.
 - f. All material should be read and evaluated; unsuitable material should be discarded.
 - g. Material should be arranged alphabetically.
 - h. The final revision should be made.
2. Pupils should continue making oral and written book reviews.

C. General suggestions

1. The teacher should aid in the selection of topics for the bibliography so that each pupil may have access to a variety of materials.
2. The teacher should keep for the pupils examples from their own writing and from professional materials of book reviews, in order to stimulate reading in a wider field.

VI. Library science for the twelfth year

A. Outcomes

1. Pupils should know how to use the school, city, college, state, and county libraries efficiently.

2. The pupil should obtain an adequate knowledge of library tools.
3. The pupil should become informed as to the aids in building up home and school libraries.

B. Activities

1. Have the pupil distinguish between the different libraries, such as (1) school, (2) city, (3) college, (4) state, (5) county, (6) traveling.
2. Have the pupil make use of the card catalogue and the periodical indexes.
3. The pupil may collect accurate and definite items for a reference list and make his own decisions as to the worth of the material chosen.
4. As an aid in building a school or a home library have the pupil use the library guides and approved lists for books and magazine selection and make such a list for himself.

C. General suggestions

1. Every teacher should know what materials are available in the city and county libraries where she teaches. If possible, she should become acquainted with the activities of the state and college libraries.
2. For twelfth year pupils desiring to work as library assistants, a definite program stressing additional library usage should be planned. If the conditions permit, other high school pupils may be given the same opportunity.

"Fool," said my Muse to me, "look in thy heart and write."

—From "Astrophel and Stella" by Sir Philip Sidney.

A ONE-YEAR COURSE IN JOURNALISM FOR THE SECONDARY SCHOOL

Journalism, offered as a subject in the high school curriculum, is a means of teaching the pupil to use correctly and interestingly the fundamentals of English composition. It should be used for pupil development in business management, contacts with other persons, dependability, accuracy, clear thinking, speaking, and writing. While teachers should aid their pupils to learn a journalistic style of writing, their aim is not to develop professional journalists.

I. Journalism

A. Outcomes

1. There are many benefits for the pupil.
 - a. A course in journalism should primarily aid and improve the pupil in the use of the English fundamentals in writing.
 - b. Through a course in journalism the pupil may learn about the various kinds of newswriting.
 - c. The development in the pupil of certain traits of promptness, reliability, honesty, cooperation, and resourcefulness is an attribute of a course in journalism.
 - d. The pupil receives actual practice in publishing the school paper by taking such a course.
2. The content of a course in journalism provides work in the following specific fields:
 - a. A number of journalism textbooks should be read.
 - b. School, town, and city newspapers should be analyzed.
 - c. There should be analysis of and practice in writing different types of newspaper stories.
 - d. Various other kinds of newspaper work such as interviews, newsgetting, etc., should be stressed.

B. Activities

1. Discuss with the class the purpose and value of publishing the school paper.

2. Organize the class into a staff.
 - a. List the members of the paper staff and discuss the duties of each: (1) editor, (2) assistant editor, (3) advertising or business manager, (4) circulation manager, (5) news reporters, (6) feature writers, (7) humor writers, (8) sports writers, (9) special column writers, (10) exchange editor, (11) typists, (12) proof and copy readers, (13) stencil cutters, (14) designers, (15) mimeograph operators.
3. Discuss the purpose and value of the assignment, news, and future book.
4. Analyze the types of materials necessary for the school paper.
 - a. The study of the news story will include the actual gathering of material and the writing of it in approved news style.
 - b. A discussion of the editorial will include the different types of editorial writing, such as comments on current news, an appreciation or thank you, an explanation of the policy of the paper, a discussion of a particular problem in the school, a type to arouse interest or challenge the reader, a humorous editorial, etc.
 - c. Feature material will include the various types of feature stories, featurettes, and literary features.
 - d. Literary writing embraces stories and poems written not only by members of the journalism class but by other pupils in the school. Some time may be spent in having the pupils recognize suitable materials written in other classes; however, the amount of literary material in the school paper should be definitely limited to a small amount. Literary materials belong in the school magazine.
 - e. Sports reporting will include practice in writing an actual play-by-play account of an event and in writing an interesting account of an event that has happened a week or more before the paper is issued.
 - f. In the writing of humor the selection and writing

of material should be stressed rather than the clipping of jokes from old papers and magazines.

- g. A study of the interview will include work on, the preparation for, approach to, conducting of, and actual writing of the interview.
 - h. Additional material in paper writing will include the writing of puzzles, question and answer columns, hobbies, local oddities, "Did You Know?" and "Believe It or Not" columns, and others.
5. Prepare the material for the printers.
 - a. Accuracy and efficiency should be stressed in the study of the following points: (1) copy and proof-reading, (2) headline writing, (3) making up advertisements, (4) making the dummy.
 - b. Exactness in the number of inches of material for the linotypist will cut down expense.
 6. Prepare the material for the mimeographed or duplicated process.
 - a. Accuracy, efficiency, and originality are important in the preparation of the following items: (1) copy and proof reading, (2) headline writing, (3) justifying end margins, (4) making advertising copy, (5) making the dummy, (6) designing advertisements and illustrations, (7) operating the mimeograph.
 - b. Care should be taken in the cutting of the stencils.
 7. Discuss the business management of the paper.
 - a. Several methods for financing the school paper should be planned: (1) by subscription, (2) by school budget, (3) by advertising, (4) by combination of methods.
 - b. The means of circulating the issues of the paper should be decided.

C. General suggestions

1. Although the greater part of the writing for the school paper is individual, the teacher must foster a spirit of group or staff loyalty if the project is to succeed.
2. The teacher of journalism should be acquainted with the various mechanical features such as cutting sten-

cils, operating the mimeograph, using the mimeoscope, setting and spacing type, taking proofs, collecting illustrations for printed papers, and others.

3. For the technical points on publishing a school paper, the teacher should refer to a good book on journalism for the secondary school.
4. Many benefits are derived by having membership in a state or a national school paper association.

STATE OF COLORADO
DEPARTMENT OF EDUCATION

COURSE OF STUDY

FOR

Secondary Schools Social Studies



1940

INEZ JOHNSON LEWIS
State Superintendent of Public Instruction
Denver

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THE BRADFORD-ROBINSON PTG. CO., DENVER



A.S.T.C
July 1944

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FOREWORD

The State Department of Education takes pleasure in presenting a course of study to the teachers in the secondary schools of Colorado. It is organized in a series of bulletins which are intended to supplement the elementary course of study previously issued by this Department.

The preparation of these bulletins entailed continuous, purposeful, cooperative effort over a period of five years on the part of teachers, supervisors, and administrators, as well as many lay citizens interested in the welfare of education in Colorado. Classroom teachers, through their intimate knowledge of the social and economic background of the various sections of the state, presented a composite scene of the way of life in Colorado. This composite picture controlled the development of the course of study for the secondary schools so that it would be yielding and adjustable to the local situation.

The content of the bulletins was determined by committees consisting of classroom teachers, administrators, and supervisors. Committees had the counsel of experts in various fields of education. Scientific studies and surveys were used in their deliberations and served as a basis for arriving at conclusions. The instructional materials submitted by the production committees were assembled and coordinated by the state directing committee.

These bulletins are offered as tentative plans. No course of study is final. Revisions must be made as changes occur in school population, social conditions, and data from educational research.

The cooperative groups had specific fundamental objectives in mind in preparing these curriculum bulletins. Among these were:

- I. **To provide related and continuous experiences for pupils in secondary schools**

The bulletins for the high school level adhere to fundamental principles of education and are in accordance with the findings of modern scientific research. Their content emphasizes the fact that education is a continuous process although the curriculum may be organized around subjects

which are allocated to grade levels. Experiences in various classes should not be isolated from one another. Moreover, strands of experience extend from the elementary school through the secondary division.

II. To improve the general quality of instruction in high schools of the state by furnishing guides to curriculum content and organization

These guides are valuable to the extent that they stimulate the teachers' thinking as to materials, methods, scope, and direction of activities. They indicate understandings which are essential for all people in a democracy and suggest methods by which these understandings may be developed. They also indicate how the needs of the individual child and his environment may be taken into consideration and constitute the basic factors in the development of the curriculum.

It should be noted that these curriculum bulletins are not to be followed section by section or page by page. Rather, the state course of study yields to local judgments and initiative. Teachers are free to create activities which provide experiences needed by pupils in their charge. Likewise, the state course of study may be enriched and broadened so as to harmonize with the social and economic background of the local community when in the opinion of the teacher such is advisable.

III. To provide bases for the development of common understandings on the part of high school students

People live under widely different geographical influences with varied social and economic backgrounds. This makes for widespread differences in interests and experiences and creates a demand for variation in curricula. However, these differences also necessitate the development of a body of common knowledge among people which will extend from community to community and will foster a sympathetic understanding toward the problems of all. In view of the need for a "common understanding", the high school must select a body of common knowledge deserving of general approval which concerns human relationships, government, and general well being.

Organization

The curriculum in most secondary schools of Colorado is organized around subjects and departments. These bulletins recognize this condition, and their content is arranged accordingly. Nevertheless, this department definitely desires to encourage further study into the processes of correlation and integration.

Sometimes correlation of science, social studies, and other subjects provides a more meaningful series of experiences for the student. As long as the present organization of subject matter prevails, it should be remembered that any subject may be a starting point from which the teacher can lead out in many directions. The teacher should not be limited by the boundaries of the subject matter which he is teaching. He should step over into realms of subjects other than his own so that he may develop a sense of value about the total school program. By this method, he will also be able to meet the real problems of his students and so contribute to the growth of their personalities.

The School and Democracy

These publications recognize that scientific achievement has changed the world in which we live. Modern life is fundamentally unlike the frontier existence of our forefathers. They accepted a simple way of life. From a simple economy we have emerged into a complex interdependent society. Education must face these facts and the new problems which threaten our social structure.

We are at a critical period which requires the best of mind and spirit in education. In this period of transition and adjustment, it is necessary for education to re-examine and restate its principles and purposes in its efforts to maintain our democracy.

It is not the purpose to overstate the challenge or to over-emphasize the number of bewildering problems of the day. Rather our purpose is to encourage recognition of realities and at the same time to justify our faith in education as means of a proper approach to solutions.

If the school is to serve democracy, the teacher must more than ever direct students to the best of life's enduring values and at the same time not be fearful of bringing to the fore the devastating effects of moral delinquency, crime, and the lasting consequences of poverty. The school, in order to meet its obli-

gations, must weigh human ills as well as human values. Also direction should be given to activities which develop a student's awareness of his responsibilities and rights and obligations in a democratic social order.

These bulletins recognize the invaluable guiding spirit of the teacher. Teacher-pupil contact is a daily living force which stimulates the growth of ideals and aspirations. Let us not forget that the school curriculum in itself may be dull and lifeless. It needs the personality of a teacher to make it a vital, living thing.

INEZ JOHNSON LEWIS,
State Superintendent of Public Instruction.

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The State Department of Education gratefully acknowledges its indebtedness to the teaching profession of Colorado and to the many lay citizens who have directly and indirectly aided in the making of this state course of study. It is regretted that space will not permit the specific mention of all persons who have given of their time and energy in this undertaking.

In a venture of this kind, it is necessary to have individuals who will assume responsibilities under the guidance of the State Department of Education for working out plans and details. The State Directing Committee appointed for this purpose consisted of Mr. A. C. Cross, University of Colorado, Boulder; Dr. Alvin Schindler, University of Denver; Dr. William Wrinkle, Colorado State College of Education, Greeley; Dr. Earl Davies, Adams State Teachers' College, Alamosa, Chairman. At the death of Dr. Davies, August 25, 1938, Dr. Schindler was appointed chairman of the committee and assumed responsibility for the program.

The Directing Committee was ably assisted by faculty members of the institutions of higher learning in Colorado and in other states, by lay citizens, and by teachers in the public schools. The State Department, as it planned the development of the program, had the advice and counsel of directors of curriculum from many other state departments of education.

The State Department desires to recognize the very valuable service rendered by Miss Evelyn Irey, Deputy State Superintendent of Public Instruction, and Miss Rowena K. Hampshire, former Deputy State Superintendent of Public Instruction, who gave valuable assistance to the production committees and cooperated with the Directing Committee in coordinating, assembling and editing the material.

The State Department of Education feels greatly indebted to all who have in any way contributed by word or deed to this enterprise.

INEZ JOHNSON LEWIS,
State Superintendent of Public Instruction.

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PART I



INTRODUCTION

This is one of a series of bulletins published by the State Department of Education to help teachers improve the curriculum in the secondary schools of Colorado. A general **Course of Study for the Elementary Schools** was published in 1936, and a course of study in **Safety** was issued during the same year. During 1937 a program for the revision of the curriculum in secondary schools was launched. Committees were appointed to prepare for secondary schools, bulletins in English, science, mathematics, social studies, health and physical education, art, music, and the commercial arts. In addition to these publications, the State Department of Education has issued and will continue to issue other aids to teachers as the need arises and as circumstances permit.

The General Plan of This Bulletin

This bulletin is composed of three major divisions or parts. Part I deals especially with the probable uses of a course of study and the functions of secondary schools. Part II may be regarded as a general guide to curriculum development in the social studies. Part III contains an outline of units for grades nine, ten, eleven, and twelve. Some of the unit outlines are relatively complete, including many suggestive problems and activities, while other unit outlines provide only some general suggestions.

The secondary school, as ordinarily defined, includes grades seven to twelve. The **Colorado Course of Study for Elementary Schools** includes materials for grades one to eight inclusive. Committees on the secondary curriculum were asked to prepare materials for a full six-year program which would not conflict with the content for grades seven and eight in the elementary course of study, although alternate plans for those grades might be presented. The Social Studies Committee chose to include in this bulletin materials for grades nine to twelve only, and recommended the social studies materials in the elementary course of study for grades seven and eight. According to present plans, a bulletin on the social studies in junior high schools will be issued later.

How to Use This Bulletin

A course of study may be defined as a teacher's handbook which provides suggestions pertaining to the development of a curriculum. This bulletin has been prepared from that point of view, and it should be used accordingly. A course of study may indicate in a general way the nature of a curriculum, but it cannot specify in detail the curriculum for a given group of pupils. The pupils, the facilities of the school, and the nature of the community are factors in determining the curriculum for a given situation.

This bulletin contains a brief outline of the work for social studies classes in grades nine to twelve. The work for each grade has been set forth in a number of units, but all the units need not be taught in the grades for which they are presented. Teachers in each grade should select the units which meet the needs of their classes and which fit into the framework of the whole school curriculum. The committee believes that all of the units have a place in the curriculum, but it recognizes that their grade placement may vary from school to school. Similarly, in developing a given unit, all the problems which have been included in the outline need not be considered in all classes. Teachers may use the lists of problems as sources of suggestions, choosing those which are of value to their groups. It might be necessary sometimes to include problems which have not been listed, and some of the problems may need to be stated according to the circumstances. The order of the problems in the unit outlines is not significant. Each teacher should determine the order according to the way in which the unit is developed. The committee has not attempted to arrange the problems in the most logical order, since it is impossible to assume that a given order is best for all classrooms.

Some of the unit outlines include suggestions pertaining to pupil activities. It should be emphasized that the activities are presented as suggestions and that the teachers will need to select those which are appropriate. In so far as possible, the activities should be determined as a result of cooperative teacher-teacher and pupil-teacher planning. The teachers should be well informed in regard to all possibilities in order to give the pupils the most valuable guidance.

In some schools the content of the curriculum is determined to a large extent by textbooks. Whenever that is true, teachers should examine the outlines in Part III to determine the advisa-

bility of adding units which are not in the textbook and of omitting relatively useless content. The units and the unit outlines in this bulletin have been developed according to life problems of pupils, and such problems are necessarily omitted from books which deal with a specialized field of subject matter. It might therefore be a challenge to develop in each class a few units which are somewhat new and not specifically provided for in the textbook. At least one unit in the outline of each grade is presented with some degree of detail, and it may be used as a guide in developing new units.

If a school does not have a course of study for the social studies, or is in the process of revising one, the bulletin provides convenient and valuable suggestions in regard to the type of a course of study which may be developed.

Only through careful study individually and in groups can teachers get maximum benefit from these materials. Furthermore, all teachers will profit by studying the bulletins of the various subject fields.

The Purposes of Education in Secondary Schools

A number of recent publications* provide excellent discussions on the purposes of education, and it is unnecessary, as well as impossible because of space limitations, to duplicate them in this bulletin. However, the curriculum must be checked repeatedly in terms of school purposes. It has frequently been observed that purposes are analyzed in isolation and that they do not influence classroom practices. This observation is unfortunate in so far as it is still true.

Various statements have been used to describe the purposes of secondary schools, and generally small variations in their form or content are not significant. The variety in statements is valuable, although somewhat confusing to the novice, because it stimulates attention to all important elements. For example, the discussions in the first two references mentioned in this section approach the objectives of education from somewhat different points of view. Together they provide an excellent analysis.

*Educational Policies Commission, *The Purposes of Education in American Democracy*, National Education Association, Washington, D. C., 1938.

Department of Secondary School Principals, *The Functions of Secondary Schools*, Bulletin 64, 5835 Kimbark Ave., Chicago, Illinois, 1937.

Educational Policies Commission, *Unique Function of Education in American Democracy*, National Education Association, Washington, D. C., 1937.

Progressive Education Association, Commission on the Secondary School Curriculum, *Science in General Education*, Chapter 2, Appleton-Century Co., 1938.

Rugg, Harold. Ed., *Democracy and the Curriculum*, Yearbook 3 of the John Dewey Society, Appleton-Century Co., 1939.

It was suggested that the various subject matter committees of the state curriculum program consider education as a process of preparing individuals for successful participation in the functions of social and individual life. It was realized that people engage in activities both as individuals and as members of groups and that for each individual function there is a corresponding social function. Preparation for both must take place simultaneously. The chart on page 7 was prepared to clarify this general statement of purpose. It presents a classification of the major functions of individual and group life. It indicates in a general way how the different areas of the school curriculum may be significant in relation to them. The chart may be used in determining the objectives for each of the subject matter areas although it does not imply that each subject matter area must make contributions toward all of the functions. No claim is made that the analysis presented in the chart is superior to others. Analyses found in the references which are listed on page 5 may be better. Ultimately each teacher develops statements which seem to express the purposes with greatest clarity for himself.

In many respects it would be desirable to discontinue the organization of the secondary school curriculum around subject matter areas and instead to organize it around the functions indicated on the chart. The directing committee concluded that such an organization would not be a practical one at this time although it may be recognized as an ultimate aim. Accordingly, the directing committee accepted the current organization but emphasized the fact that the objectives for each subject should be determined by the needs of the pupils. Unfortunately, the subject organization naturally tends to focus attention on facts, and teachers must make continuous reference to basic points of view of the type represented in the chart.

The curriculum in secondary schools must be constantly in a state of transition because of social and economic changes, changes in secondary school enrollment, and developments in the psychology of learning. Changes in the curriculum should therefore be made on the basis of a three-fold consideration; namely, the individual, the community or world in which he lives, and the facts of human nature. These indicate that each school must develop purposes which are appropriate for it during a given period of time and that each teacher must determine the purposes which are appropriate for the individuals in her classes.

The preceding discussion indicates that the purposes of elementary and secondary schools are not distinctly different. The two schools are striving toward the same goals although they are not responsible for exactly the same achievements. Each pupil should be considered, and then the secondary school curriculum should be arranged to help him achieve the development which he needs regardless of what is traditionally considered to be the responsibility of elementary schools.

Reference Books

Textbooks or reference books, other than official publications of the government, are not listed herein. Through the courtesy of the publishers, many modern textbooks and reference books, for use both by teachers and pupils, have been made available to the various committees in preparing these bulletins. Many of these books are available for examination by superintendents and teachers at the Library Extension Division of the State Library.

A list of references appropriate for use with these bulletins has been prepared. It will be placed at the disposal of the Colorado Extension Library, and may be obtained by county superintendents who write to:

The Library Extension Division of the State Library
Room 320, State Capitol
Denver, Colorado

Colorado Statutes Pertaining to the Curriculum in Secondary Schools

In the preparation of this bulletin special care was exercised to insure that the outlines would fully satisfy legal requirements. An analysis of the various suggested units reveals that they are especially concerned with problems of citizenship which demand thorough understanding of state and national laws, including the Constitution of the United States. The following statutes from the Colorado School Laws* are significant.

No sectarian tenets or doctrines shall be taught in the public schools.

The history and civil government of the state of Colorado shall be taught in the public schools of the state. (Definitely provided for in the **Colorado State Course of**

*Constitution of the State of Colorado, Article IX, Section 8. School Laws of the State of Colorado, 1933, Sections 1, 360, 363, 364.

Study for Elementary Schools, social studies course for grades seven and eight).

There shall be regular courses in the Constitution of the United States in all public and private schools in the state beginning not later than the seventh grade and continuing into the senior high school.

Instruction regarding the nature of alcohol and narcotics shall be taught in all public schools in the state.

The history and civil government of Colorado are emphasized in grades seven and eight of the **Colorado Course of Study for Elementary Schools**. Some of the instruction regarding alcohol and narcotics can best be given in science classes, but this bulletin is especially concerned with social problems which arise from the use of beverages and drugs.

PART II



GENERAL SUGGESTIONS FOR TEACHERS

It is impossible for one group of teachers to prepare the curriculum for the pupils of another. Each teacher must therefore develop a philosophy of education and basic principles which provide a frame of reference. Part II has been prepared to provide suggestions of a general nature with the hope that they will assist teachers in gaining greater independence and proficiency as curriculum builders.

The Social Studies in Secondary Schools

In a discussion of the purposes of education, there may be general agreement that the social studies curriculum should be developed according to individual and social needs; nevertheless, conflict arises when the curriculum fails to provide a definite place for subject matter of low utility which has been emphasized for several decades in traditional courses. Fundamental improvements cannot be expected until all those concerned in curriculum making feel secure when they desert useless traditions and focus attention on problems in all areas of living. In the social studies the problem is not one of determining what history should be taught, what economics should be taught, etc. Instead, it is necessary, first, to determine the problems of groups and individuals, and secondly, to determine how the social studies curriculum can contribute to the solution of those problems. In the process of solving these problems, pertinent subject matter will be emphasized.

The social studies are concerned with relations of people to one another and to the physical environment in which they live and work. Accordingly, the purposes of the social studies have been stated as follows:*

- (1) "It is the purpose of the social studies to give to pupils the truest and most realistic knowledge that is possible of the community, state, nation and world—the social and physical setting—in which they live and are to live and make their way.
- (2) "A second purpose of instruction in the social studies

*Department of Superintendents, *The Social Studies Curriculum*, Fourteenth Year Book, National Education Association, Washington, D. C.

grows out of the first, namely, preparation of pupils for promoting a wiser and more effective cooperation among regions, areas, individuals, groups, communities, states, and nations—a cooperation interracial, interreligious, and intereconomic.

(3) “A third purpose of instruction in the social studies is to develop character, to give the pupils a love of truth, an appreciation of the beautiful, a bent toward the good, and a desire and will to use knowledge or beneficent social ends.

(4) “A fourth purpose of the social studies, although it may come under the head of method, is both a purpose and a prerequisite to the attainment of other purposes; it is training in the intellectual processes indispensable to the functioning of society.”

The first purpose is recognized because all pupils are members of social groups and institutions and should participate in them constructively and happily. It is a real challenge to help pupils attain information which is true. This purpose, however, may encourage the inclusion of relatively unimportant subject matter if teachers do not carefully analyze the needs of pupils as members of groups and social institutions. The statement would be improved by substituting “to help pupils acquire” for “to give to pupils” since learning takes place only through self-activity.

The second purpose is based on a recognition of the interdependence of individuals, groups, and institutions in modern life. It demands a clear understanding of the interdependence and of methods or practices which promote the welfare of all. Interdependence produces individual and social problems, and these must be considered. Pupils must learn how to solve problems of this type. Willingness to participate in a wiser cooperation may arise as pupils develop a better understanding of the interdependence in modern life, the need for cooperation, and the benefits which may be derived. However, preparation for wiser cooperation should also result from actual experience in democratic living within school.

The third purpose is one which might apply to any area of the curriculum, but it applies especially to a field which is concerned with human relations. Careful thought must be given to methods whereby this purpose may be attained since it involves attitudes which grow from experience as well as from information.

The fourth purpose constitutes a general educational objective, but it is especially significant for the social studies since the

intellectual processes are or should be developed by solving the types of problems which actually confront individuals, groups, or institutions in a democracy. The intellectual processes include knowledge of sources of information pertaining to real social problems, skill in using them, skill in selecting and organizing relevant information, skill in discussion, etc. Educators are rapidly accepting the fact that these skills are developed most readily as by-products of purposeful problem-solving activities.

The purposes which have been discussed in the preceding paragraph are illustrative of current statements. If they are attained, they will contribute to self-realization, adjustment in human relations, economic efficiency, and civic competency. A recent publication of the Educational Policies Commission* provides an excellent discussion of purposes from these four significant viewpoints. Each teacher must develop his own concept of purposes, and, in so doing, might profitably refer to viewpoints in a number of publications.

The Learning Process in the Social Studies

A preceding section revealed that the social studies should help pupils develop fundamental knowledges, skills, and attitudes which are significant in individual and group life. Unfortunately, teachers cannot give pupils such attainments. This section is therefore concerned with some characteristics of the learning process and related implications for the social studies curriculum.

A purpose is prerequisite to effective learning. This is one of the most significant truths in educational psychology. In other words, learning takes place when an individual is impelled by inner forces of his life to improve his responses in order to relieve tensions which arise when conditions in the environment are not immediately satisfactory. The organism may be conceived as an energy system which seeks constantly to maintain equilibrium. Accordingly, when life goes smoothly, when there are no inner tensions, when the individual is not confronted by inconsistencies which perplex him, activity is reduced to a minimum, and there is no need for learning. On the other hand tensions stimulate, sustain, and in a general way direct activity. They create a readiness for learning. They cause individuals to recognize goals and make plans for attaining them. An individual is ready to learn when he recognizes lack of adjustment or novelty in a situ-

**The Purposes of Education in American Democracy*, Educational Policies Commission, National Education Association of the United States, 1938.

ation and is stirred up to do something about it. There is readiness to learn when learning furthers the on-going processes of life; that is, when the learning activity is rich with intrinsic values.

The briefly stated facts of the preceding paragraph have a number of implications for teachers, but only a few of them will be discussed in this section. First, the curriculum maker must develop skill in knowing or recognizing tensions, wants, or impulses to activity. This demands a functional understanding of human nature and the origins of tension. The curriculum maker must also develop skill in helping pupils plan activities whereby the tensions may be removed constructively. Sometimes he must be skillful in discovering situations which disturb a pupil's complacency in a constructive wholesome manner, but this is relatively unimportant since the interaction of the pupil and his environment leads to plenty of tensions. At all times the curriculum maker must know how to prevent the development of undesirable tensions in pupils—tensions which disintegrate and distract. A real understanding of child nature is prerequisite to superior teaching.

A general fact of great significance is that skills, attitudes, and knowledges are not learned in isolation. That is, as pupils develop or acquire knowledges, they also develop skills, habits, or attitudes; and as pupils develop attitudes, they also develop skills or knowledges. However, although the unity of learning is recognized, there are patterns of activity which are especially appropriate in the development of habits or skills, and others which are most conducive to the development of attitudes. Characteristics of such activities are presented briefly in the following paragraphs.

When the aim is primarily the development of knowledge or understandings, the learning process should be problem solving. Knowledges involve a comprehension of relationships, and such comprehension becomes most vivid when the person reflects on a problem which is real to him. Abstract relationships can be comprehended only through reflection. These principles imply that much of the social studies curriculum must be organized around problems—problems which are recognized by pupils. A major responsibility of teachers is that of helping pupils recognize problems and developing efficiency in problem solving activities. There is very little merit in a topical approach because topics do

not challenge thinking, and it is futile to emphasize procedures which demand that pupils learn subject matter for its own sake. A problem should always provide the frame of organization, and subject matter should then be learned because it is of value in relation to it.

In so far as possible textbooks should serve as references. Too often assignments are made in terms of pages or chapters, and the class discussion is centered on topics included in the textbook. It is therefore to be expected that the pupils will lack purpose and that they will get little of functional information. If a textbook is followed rather closely, the assignments should nevertheless be made in terms of broad problems, and the class discussion should be organized in like manner. In everyday situations people turn to references only when they have a purpose, and the purposes grow out of problems. School procedures should correspond to the information-getting activities of intelligent adults. It might be said that procedures in a social science class should resemble those used by the social scientist who wishes to gather information on a significant problem.

It is important to point out at this time that the skills essential in solving problems are as important as or more important than the solutions at which the pupils may arrive. From the teacher's point of view the problem is not only a means to stimulate the development of knowledges but also a vehicle for the development of skills which individuals need in coping with the problems of everyday life. However, from the pupil's point of view the solution to a challenging problem is the goal, and it is not to be expected that pupils will willingly engage in problem solving activities only for the sake of developing related skills. Skills involved in using the index, in scanning, etc., are valuable only because they facilitate locating information which is relevant to a problem.

Sometimes it may seem desirable to set up direct practice in order to develop certain basic skills in map reading, chart interpretation, scanning, etc., although some experts maintain that all skills may come as by-products of life-like purposeful activities. Whenever direct practice is provided, the teacher has a number of distinct responsibilities. In the first place he must help pupils recognize the need for the skill and develop a desire for it. Without adequate desire or readiness practice is futile. Secondly, he must help the pupils formulate a clear idea of the

skill. Thirdly, he must guide the practice so that it will be consistent with basic principles of drill. Special care must be taken to help pupils evaluate their progress.

Every experience either gives rise to a new attitude or modifies an old one. Furthermore, most of our attitudes are by-products of experiences which are directed toward other goals, and for that reason it is often very difficult to trace their origins. While a pupil considers a vital social problem, he may develop attitudes in regard to sources of information, methods of work, institutions, etc., but he may never be conscious of their emergence. Interest in a given type of activity comes through experiences in the activity, and often it cannot be developed in any other way. Probably the most important consideration here is that favorable attitudes result from favorable experiences—experiences which are pleasing or beneficial to the individual.

Attitudes may be developed by means either of direct or vicarious experiences. For example, if a teacher wishes to help pupils develop a more favorable attitude toward democracy in all human relationships, he may encourage the attainment of the purpose by having the pupils read appropriate narratives. However, a better procedure would be to develop true democracy within the classroom and to help pupils recognize or understand the principles which underlie relationships there. That is, the most vivid real experiences are usually most forceful in relation to attitudes. Energetic reflection provides a type of experience which may be quite real, but it should not be assumed that understanding always precedes or accompanies the acquisition of attitudes.

Many mistakes have been made in attempting to influence attitudes. Often the procedures approximate sheer indoctrination. Pupils naturally demand that experiences have values which are more tangible and immediately satisfying than the attitudes which may come from them. For example, a pupil does not care to read biography so that he may develop a desire for such reading; he reads biography because of its intrinsic values, and for no other reason. In the development of attitudes, schools and teachers are far behind various organizations of our social order. The former must be challenged to study the problem and to establish in schools techniques which are ethical as well as effective.

The Organization of Instruction

The organization of instruction should be determined by the purposes to be realized, the nature of the learning process, and the experiences of the pupils. The brief analysis of the learning process supports the conclusion that instruction in the social studies should be organized around large problems or units of work. Generally each unit is based upon one large problem although a number of specific problems may be recognized. The scope of a unit is determined by the needs of the pupils in relation to the problem. All subject matter and activities which contribute toward the needs of pupils should be included, and all other should be excluded. That is, the source of unity is in the needs, interests, and purposes of pupils—not in the logical relations of items of subject matter. Likewise, the order in which units are developed should be determined by the experiences of the pupils rather than what appears to be a logical subject matter relation between the units. Each unit should usually result in a variety of activities according to the availability of materials and individual differences.

When the unit idea was first introduced, teachers usually organized units in advance and then presented them to their classes. The problem and activities were determined by the teacher's judgment. During recent years teachers have chosen units with the assistance of the pupils and have developed them through processes of pupil-teacher planning. The trend is based on sound principles, and it should be encouraged. However the transition needs to be made gradually; therefore, suggestions in regard to both procedures are summarized briefly in the following paragraphs.

If a teacher plans a unit in advance and then makes a unit assignment arbitrarily, its purpose should be clarified so that the pupils may recognize it, accept it, and enter into the work wholeheartedly. Likewise, the teacher should present the reason for each of the requirements or suggested activities indicated in the assignment. Pupils should always recognize the reason for the work which they do. Adherence to these principles is stimulating to the teacher, as well as to the pupils. Sometimes a unit assignment may be presented in its entirety before the pupils work on any part of it, and then several days or weeks may be allowed to locate and organize information and for other related learning activities. This period of study may then be followed

by a period of reporting, discussion, interpretation, or summarization. That is, several days may be taken for exploration and assignment making, then several for study, and finally several for discussion. This procedure has commonly been advocated as the unit teaching procedure. It eliminates short piecemeal assignments and provides the flexibility which facilitates making provisions for individual differences.

However, young children, children of low ability, or children who have not learned any of the rudiments of independent study do not thrive with long unit assignments. With them it may be necessary to develop the whole assignment and then concentrate on different portions of it during different days. In other words daily assignments are developed from the whole unit. The procedure which is used in a given class must be determined in terms of the pupils and available equipment, but an effort should be made to work toward longer unit assignments and related habits of work. In either case the culminating activities should be used to integrate all ideas which have been developed in relation to the major problem on which the unit is based.

When the pupils have a voice in selecting units and in planning them with the teacher's assistance, the pupils are more likely to comprehend the purpose of the unit and the reasons back of each activity. However, some pupils who have not learned to participate fully in the planning may need to have the purposes clearly stated so that they may work purposefully and intelligently. Usually it is more a process of checking a pupil's comprehension of the purpose than of explaining it to him. Pupil-teacher planning does not imply that the pupils are allowed to act according to the whims of the moment. Instead the pupils recognize responsibility for work which leads to the development that they should attain.

The values which are inherent in this principle more than justify the additional time which is required by the sharing of the pupils in the planning. Plenty of time should be allowed to permit the operation of democratic procedures and to insure that all pupils clearly comprehend plans and their responsibilities in relation to them. The plans should usually be outlined in writing for the sake of clarity and for future reference, although it is recognized that the work of the most units requires continuous additional planning or replanning. Especially with older pupils,

the plan which calls for a period of planning and then several days of study and organization is preferable.

Controversial Issues

There are a number of reasons why controversial problems should be discussed in high school social studies classes. First, pupils must deal with such problems in everyday life, and the skills required in their consideration are developed best in relation to real problems which are within the experiences of the pupils. Secondly, the pupils are citizens of a community, state, and nation, and as such they need to develop attitudes and understandings in relation to current problems of a controversial nature. Thirdly, social studies classes should give attention to current problems, many of which are highly controversial in nature.

Controversial problems usually provide the setting or stimulation which leads to genuine learning. However, it should not be assumed that any problem is a good one for any group of pupils in any situation. A number of criteria are therefore presented for use in determining whether or not a given issue should be considered. First, it is usually true that consideration of controversial issues should be delayed until the pupils introduce them or until they arise in relation to classroom activities. Secondly, the maturity and general ability of the pupils must be considered to make certain that the problem is within their experience and not too difficult for them. Thirdly, there must be available sources of information bearing on the problem. This criterion is very important. When information is not available, it may be necessary for the teacher to supply much information and thereby become overly involved in the discussion. Without adequate information the discussion may result in a display of prejudiced opinions. Fourthly, the probable outcomes of the study should be considered. Under the most skillful direction it is sometimes impossible to discuss controversial issues without strengthening prejudices or developing misunderstandings. Whenever it is obvious that such results are inevitable, the issue should be avoided.

When a class is considering a controversial issue, the function of the teacher is to guide the pupils in appropriate problem-solving procedures. It is first necessary to help the pupils define the issue clearly. The pupils should then locate sources of in-

formation, collect relevant data, organize the data, and make interpretations. In so far as possible the pupils should get the information from sources, and the teacher should never assume responsibility for the solution or even a significant portion of the data, since he may thereby through misunderstanding arouse opposition and criticism. The teacher should usually withhold his conclusion until the pupils have had time to formulate opinions. When the teacher does express his point of view, the pupils should not feel obligated to accept it. However, they should recognize that the teacher or any other individual has a right to make his own interpretation and that each interpretation should be respected. The teacher should avoid statements which cannot be supported by data. The discussion should always reveal the characteristics of good group thinking, and the teacher should guide the pupils during discussion just as he guides them in locating and organizing data. The procedures of the pupils should receive more of the teacher's attention than the conclusions which may be developed in relation to a given problem. He should help the pupils understand that a definite conclusion does not need to grow from study and discussion.

Suggestions on Evaluation in the Social Studies

Sometimes evaluation and testing are regarded as identical processes, but that should never be the case in the social studies. Furthermore, testing should be concerned not only with the measurement of information but also with the measurement of habits or skills and attitudes. Another misconception exists whenever it is thought that evaluation is only a teacher activity. A very important part of it is, or at least should be, carried on by the pupils.

Evaluation should be conceived as a process of determining the achievement of pupils in relation to the purposes of education. It is essential because it provides a check on the past effectiveness of the curriculum and indicates what the curriculum in the future should be. The latter is especially significant. Evaluation is never effective if pupils learn to consider it as a process of securing data which may be used to condemn them. Instead evaluation should be regarded as a process of getting information which will enable both the teacher and pupils to plan and work more effectively. We cannot justify time for testing or other evaluation activities if the findings are not used for the future benefit

of children. This point of view must be comprehended and established with the children if wholehearted cooperation is expected from them.

Reference to the objectives of the social studies in secondary schools reveals that evaluation must be concerned with a number of factors. First, it must be concerned with measurement of the pupils' knowledges. This phase of evaluation may receive most attention at present, but it is not necessarily most important. Measurement of knowledges is not synonymous with testing to determine the ability of pupils to recall isolated items of information which may not be functional. In so far as possible, tests should consist of problems which require not only the recall of relevant information but also application and interpretation of it.

Secondly, evaluation involves a study of the "intellectual processes which are indispensable to the functioning of society." That is, it must give attention to skills, especially skills which are essential to intelligent consideration of individual and social problems.

Thirdly, evaluation must be concerned with important attitudes, including interests. Some tests are of value in this respect, but careful observation of pupils in various normal situations and records based on observations are indispensable.

A fourth phase of evaluation, closely related to the third, is concerned with mental hygiene or personal adjustment. The emotional life of each pupil must be considered. His courage, happiness, willingness to face problems as they really exist, sense of security, etc., must be evaluated. In the final analysis the most important outcomes of the curriculum are revealed in this area of evaluation, but often it is neglected. Since pupils sometimes find it difficult to face personal adjustment problems rationally, this phase of evaluation is largely a teacher activity, and it follows that the teacher should discover experiences which would stimulate the improved adjustment. To a large extent the adjustment comes as a by-product of experiences which have intrinsic values for the pupils.

Evaluation must also be concerned with the pupils' social adjustments and attitudes. This includes ability to work happily with others in various life-like situations, ability to play with others, ability to make and keep interest in the welfare of others, interest in social problems, etc.

The preceding analysis of evaluation, although very brief, indicates that the results of evaluation cannot be expressed in one or two A or B marks which do not have the same meaning for even two teachers. The evaluation indicates the basic point of view. First, the educational purposes are stated and clarified. Secondly, the purposes are analyzed in terms of behavior. Thirdly, situations in which the desired behavior may be exhibited are discovered or provided. Fourthly, a record of a pupil's behavior when he is faced with those situations is obtained. Finally, the record is interpreted. At the first glance this summary may seem impractical, but it may be applied in any classroom situation which enables children to live normal lives.

The Fourteenth Yearbook of the Department of Superintendents provides a point of view which expresses the trend in evaluation. According to it, evaluation in the social studies should consider :

1. Acquisition of important generalizations based upon the facts of the unit
2. Familiarity with technical vocabulary related to the unit
3. Familiarity with dependable sources of information treating problems of the unit
4. Immunity to malicious propaganda on issues of the unit
5. Facility in interpreting the factual data of the unit
6. Facility in applying significant facts and principles to solution of problems of the unit
7. Skill in investigating problems of the unit
8. Interest in reading discussions about these problems
9. Sensitivity to human problems growing out of conditions related to the unit
10. Interest in human problems growing out of conditions revealed in the unit
11. Habit of working cooperatively with others in the study and solution of problems of the unit
12. Habit of collecting and considering appropriate evidence before making important decisions regarding issues and problems of the unit
13. Attitudes favorable to solving problems of the unit in ways socially beneficial.

Relating the Social Studies to Other Areas of the Curriculum

The organization of the secondary school curriculum around subjects has sometimes implied that abilities in oral and written expression are developed only in English classes, science understandings only in science classes, etc. Misconceptions of this type have interfered with the potential efficiency of secondary schools. They have encouraged specialization in the responsibilities of teachers, and at times they have resulted in the separation of learning activities which should be unified. This section has therefore been prepared to suggest two plans which may be used to stimulate the integration of learning experiences.

Plan I. In smaller schools it is not uncommon to find that a given teacher has the same pupils in two or more classes. However, the work in each class is developed around a given field of subject matter and the activities of the pupils in the different classes are unrelated. Whenever such a situation exists, learning activities may be related. First, the classes may be scheduled during consecutive periods. This is not absolutely essential although helpful. Secondly, at least some of the units of work are developed around needs or problems of pupils without reference to subject matter lines. Sometimes the work may be organized within the traditional fields and the activities in one class may be related to those in another. One purpose of the plan is to encourage flexibility, and the degree to which the work is integrated is determined by the relative value of integrated units and separate units in the subject fields.

To visualize the plan in operation we may assume that two classes are involved; for example, one in English and one in social science. During a number of days the pupils concentrate on an important problem of social significance. Both class periods are used, and there is no formal work in English. As the pupils read, write, and discuss in relation to the problem, they have a chance to improve in language arts abilities. Attention is given to those abilities, but only as the need arises. In that sense the learning activities become unified. The problem provides motives for reading and expression, and the time ordinarily given to isolated English activities is used to improve the reading and expression of the student as he studies the problem. It is generally recognized that reading and expression activities are relatively futile if there is no purpose back of them.

After the work on the problem has been completed, another one may be developed, or all the time may be given to English activities; for example, the reading of literature which is not definitely related to social problems which are considered during the course of the year. At another time one class period may be given to English and the other to social science classes. The latter use of the plan is a very important one, and it constitutes a real need in many school situations. The teacher of the classes serves as a counselor for the pupils. The idea of the plan is essentially the same as the idea of a core curriculum.

Plan II. This plan is similar to the preceding one except it assumes that the two or three classes are under the direction of two or three teachers instead of one. It is most effective when the classes are scheduled to meet during consecutive periods, but there is less reason for that organization under this plan than under Plan I. Flexibility of organization is emphasized. Sometimes the teachers plan an integrated unit without regarding subject matter lines. One teacher works with the pupils during one class period and another during the second. At other times the work of two class periods is not related. For example, the teacher of English concentrates attention on appropriate reading or expression activities regardless of what the pupils are doing in the social science class, and vice versa. The plan does not involve a radical shift from the present organization, but it does encourage integration of learning activities and facilitates attention to units of work which may not ordinarily be associated with subject matter courses.

Plan II is somewhat difficult because it requires careful as well as continuous teacher-teacher planning. On the other hand it may be superior to Plan I in that it places the pupils under the guidance of two or more teachers. It seems that Plan I offers the most possibilities, especially in the smaller schools where the teachers are required to have classes in different subject matter fields.

A number of plans which are essential modifications of I and II have been developed. It should be emphasized that none of the newer plans are advocated in order to correlate subject matter but rather to arrive at practices which are most stimulating to pupil development. The suggested plans may be criticized because they do not discard the traditional subjects, but that

criticism is not serious if the teachers develop a number of integrated units which are based on important pupil needs.

In some respects they correspond to the core curricula which are being developed in a number of secondary schools, although it is generally assumed that a true core curriculum is based entirely on pupil needs without reference to any subject matter field. The suggested plans therefore constitute a transitional type of organization between the traditional subject organization and the genuine core curriculum.

Alternation of Courses

Smaller high schools, especially those with less than five or six teachers, find it difficult to offer all the courses which are of value to pupils. The problem has been partially solved in a number of situations by putting pupils from different grades into the same classes and then alternating courses or units of work from year to year so that each pupil may have the same opportunity without useless duplication. The following chart suggests a plan for alternating the units which are outlined in this course of study so that pupils from two or three grades may work together. Where one of the plans is followed, the social studies outlines from grades seven and eight of the **Colorado Course of Study for Elementary Schools** may be used.

PLANS	SCHOOL-YEARS	TEACH UNITS LISTED FOR GRADES
Two-year	1939-40	Seven, Nine, and Eleven
	1940-41	Eight, Ten, and Twelve
Three-year	1939-40	Seven and Ten
	1940-41	Eight and Eleven
	1941-42	Nine and Twelve

The idea that courses or units of work must be presented in a given order or sequence is falling into disrepute. For example, it is recognized that world history may follow or precede American history. Similarly, data reveal that there is no significant difference in the achievement of tenth and eleventh grade pupils in world history or any other senior high school social studies course. In general the pupils from two adjacent grades in secondary schools may work together without hardship or loss of achievement although they have not had the same background of units.

Alternation plans may be used not only to broaden the offerings of a high school but also to decrease the number of classes per teacher per day. At the same time it may be possible to increase the length of the class periods. Available data from research indicate that class periods of 55 or 60 minutes are better, at least for certain types of achievement, than class periods of 40 or 45 minutes.

PART III

THE WORK FOR GRADE NINE

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THE COMMUNITY: ITS INSTITUTIONS AND ITS PROBLEMS

More variations are to be found in social science programs of the ninth grade than in grades ten, eleven, and twelve. Some schools do not offer a course in ninth grade social science, while others offer courses with such titles as Ninth Grade Social Science, Community Civics, and Community Problems. In some schools it is regarded as a general school orientation course rather than as an orientation for social science courses, while in others it seems to be organized on the assumption that it offers a last opportunity for pupils to consider problems of the community, state, and nation. In some schools the course is offered for one semester while in others it is extended throughout the year. The variations may result from differences in school organization and differences in the curriculum of the preceding or following grades.

The ninth grade course should certainly have orientation values for a further study of social problems. It should also serve as a school orientation course when the ninth grade is included in a four year high school. It should be concerned with problems of the community, state, and nation, but particular attention should be given to the personal and group problems of the members of the class. In other words personal and social problems which are most vital to ninth grade pupils should determine the content of the course.

A course may be offered during one or two semesters depending upon the social study program which precedes or follows it. Ninth grade pupils can generally cope with problems of government, labor, etc., more successfully than eighth grade pupils, and it is not good to extend the work in grade eight only to shorten the course in grade nine.

The suggested units may be classified in three major groups or divisions; namely, those pertaining to the more familiar social institutions, those pertaining to economics, and those pertaining to government. Not all the units need be used, and each teacher should select those which are appropriate. Some problems are listed with each unit, but some of them may not be useful in a given situation and others should be added.

UNIT I. THE HOME

The home, particularly in rural areas, is an economic as well as a social structure. This unit therefore provides an excellent starting place for the study of economic and social life. The activities of the unit should help children gain a better understanding of home life and of home-community relationships, a better appreciation of their homes, and a better adjustment therein.

Objectives

1. Habits and skills

- a. Reading by the "whole" method
- b. Critical evaluation
- c. Systematic routine at home
- d. Organization of materials
- e. Self-expression, written and oral

2. Understandings

- a. The home is a unit in society.
- b. Protection in early life is necessary.
- c. Basic habits and attitudes are firmly established in the home.
- d. Members of a family are interdependent in that they have certain rights and corresponding responsibilities.
- e. The home is an institution which changes with economic, social, and political developments.
- f. The home has many important problems, each demanding a solution through cooperation.
- g. Outside agencies contribute much to the home.

3. Attitudes

- a. An appreciation of individual responsibility for the common welfare of the family
- b. A tolerance toward conflicting views of other members of the family
- c. A willingness to help promote more harmonious family relations
- d. A feeling of pride in home and family

Chief Problems and Suggested Activities

Problem I. What should your home do for you?

Problem II. Why does a child need the protection of a home?

Activities

1. From what dangers has your home protected you?
2. Begin a scrap book on the home unit and enter here original stories or examples with pictures to show how the home protects members of the family.
3. Find instances in which lack of home protection has resulted in crime, serious disease, or similar problems.

Problem III. What does your home teach you?

Activities

1. Make a chart to show what and how the home has taught you.
2. Conduct a class discussion on the charts of individuals; then make a class chart.
3. Make a list of attitudes and habits you formed at home.
4. Conduct a class discussion on how everyone can take advantage of opportunities offered in the home and how the home and school can work together.

Problem IV. How can you cooperate with other members of the family in relation to a common interest?

Activities

1. List the home activities toward which all members can contribute. State what each member can do and the division of work for that specific activity.
2. Work out a schedule of division of work in the home to place in notebook.
3. Compare the division of duties in the rural home and urban home showing the difference made by labor-saving devices.

4. Prepare a budget for a family of five receiving an income of \$500, \$1,000, \$1,500, or \$1,800.
5. Find or take pictures for note-book of recreational activities in which the whole family may take part.
6. Choose a problem upon which you and your parents disagree; then tell what influences each opinion.
7. How can each member contribute toward an understanding between parents and children?
8. How can you show your gratitude for favors from members of the family?

Problem V. What rights and responsibilities should you have in your home?

Activities

1. Write a letter to your parents telling them why you think you should or should not get an allowance. If you think you should have an allowance, include in your letter a budget showing how it is to be spent.
2. Discuss what part children should have in making family plans and decisions.
3. Arrange a panel consisting of parents and pupils to discuss the rights and responsibilities of individuals in a home.

Problem VI. In what ways can you make your home a place of which you may be proud?

Activities

1. Make a study by taking pictures of your own community to learn how those homes owned by families living in them compare in beauty, upkeep, and sanitation with those rented.
2. Find pictures for your notebook which show how you can beautify your home.
3. Draw a plan for a home and grounds for a family of moderate means and income.
4. Study your own home and plan ways by which you can make it more comfortable, more sani-

tary, and more beautiful indoors and in the yard. Draw a picture of your home as it is now and one as you would like to have it.

Problem VII. What means does the national government offer to help you improve your home?

Activities

1. Write a letter to the Home Owners Loan Corporation, 831 14th St., Denver, and Federal Housing Administration, New Custom House, Denver, asking for requirements for receiving aid and the extent to which aid is given.
2. Write Women's and Children's Bureau, Department of Labor, Washington, D. C., for information on house improvement.

Problem VIII. How does your family life compare with that of other places and times?

Activities

1. Give oral reports, each student taking a different country or region discussing family life during a particular time in history.
2. Compare the organization of family life with that of community life.
3. Compare rural family life with city family life.

Problem IX. What institutions have taken over duties formerly performed in the home?

Activities

1. Make a chart showing what duties have been taken from the home and what other institutions such as schools, hospitals, government, and recreational centers have assumed these duties.

Problem X. What changes may occur in the home and family life in the next fifty years?

Activities

1. Conduct a debate—Resolved:—The functions of the home can be performed equally well by other institutions.
2. As a conclusion to the notebook, list the affirmative and negative arguments for the above debate.

UNIT II. THE SCHOOL

Sometimes pupils have studied all the important institutions in their community except the school. Pupils should know not only about the opportunities which their school affords, but they should know also about its origin, organization, control, and support. The latter is important so that pupils may make better adjustments and become in later years more intelligent patrons.

Chief Problems

1. What knowledge does your school enable you to gain that you cannot get as thoroughly from any other source?
2. How does the school broaden your understanding of life situations?
3. In what way may the school be a "community center"?
4. What improvements have been made since your parents attended school?
5. How is the public school organized, supported, and controlled?
6. What advantages for the rural children have resulted from consolidation of districts?
7. What opportunities does your school offer? What are your plans in relation to them?
8. What part of the taxes paid by your parents goes to the school? How do expenditures for education compare with the costs of luxuries, automobiles and other commodities?
9. What are the school's responsibilities in relation to you, and what are your responsibilities in relation to the school?

UNIT III. THE CHURCH

A unit of this important institution may be a means of developing a better appreciation of its functions. The personal and social influences of the church should be the center of attention, and controversial problems pertaining to creeds and religious interpretations should be avoided.

Chief Problems

1. How have churches and their influence been affected by improvements in transportation and communication?

2. How are churches organized, controlled, and supported?
3. How much does it cost to support the churches in a given community? To what extent should community churches be established to replace small denominational units?
4. What are the opportunities in church work? What qualifications and training are essential for success in church work?
5. Why should a community support churches? Have there been any changes in the reasons for maintaining churches during the last century?

UNIT IV. THE COMMUNITY

Interrelationships should be stressed in a study of community life. They exist in all communities, and attention should be focused on the particular community in which the school is located. The problems included in this unit must therefore vary widely, although certain problems are common to all communities. A few of the more common problems are listed below.

Chief Problems

1. How does our community assist in the maintenance of health? Should the community be more active in relation to this responsibility?
2. How does our community help to promote safety? What additional services should be provided to promote safety?
3. Are there any provisions for community planning?
4. What services, which individuals cannot render, are provided by a community?
5. How do members of a small community help each other through division of labor?
6. Should the people in the community encourage cooperative organization? If so, what kind?
7. How is our community related to others?
8. Would the people benefit if the community owned and operated the public utilities?
9. What problems of the community are in most urgent need of attention?

UNIT V. RECREATION

Studies in the field show that recreational opportunities in rural communities are much more extensive than is commonly supposed. With this in mind, the unit should occupy an important position in both rural and urban schools.

Chief Problems

1. How has the need for recreation and leisure time activity changed with the increasing industrialization of rural and urban life?
2. What types of recreation do you enjoy? What factors determine the recreational preferences of people?
3. Why are commercialized forms of recreation such as movies, dances, and amusement parks justified? When are they detrimental?
4. What are the results of recreational programs in your community on physical and mental health?
5. How can we diversify recreation to meet social, physical, and mental needs?
6. What part should the government assume for a wholesome recreational program?
7. How do the people in your community use the time which they have for recreation? How do they use their money? How should they modify present practice?

UNIT VI. THE HANDICAPPED

The care of the physically and mentally handicapped is a community problem. The study of institutions, programs, and methods of rehabilitation would be of interest in both rural and urban schools. The responsibility of the national and state governments should be emphasized.

Chief Problems

1. When is a person a "handicapped" individual? How many handicapped people are there in your community?
2. What opportunities or services are provided by the community or special agencies for the benefit of handicapped individuals? How may the handicapped learn of the opportunities? What procedures must they follow to benefit from them?

3. Does the local community provide adequate opportunities for the handicapped? Why is the care of handicapped individuals usually assumed by the state or relatively large local units?

UNIT VII. HEALTH

Several courses, especially courses in science and physical education, should help pupils develop health habits and attitudes. If a unit on health is developed by social studies teachers without correlating the learning activities with the curriculum in other classes, the social or community problems are stressed. If the unit is developed with the cooperation of teachers from other departments, all phases of health problems may receive attention, and the study tends to be more effective than it is when each department develops a unit independently. In this outline social and legal problems are stressed, and teachers should refer to bulletins in other fields for other suggestions pertaining to health.

Chief Problems

1. What laws have been passed by our state to protect health?
2. What laws have been passed by the federal government to protect health?
3. How does our community help to protect health?
4. How do welfare agencies and independent organizations contribute to health?
5. What practices have developed to make medical services available to more people at a relatively low cost? Are there hospitalization plans, medical groups, etc., in your community? If so, what are the requirements of each?
6. What does your school district do to help pupils maintain health?
7. Does your community or any organization in the community sponsor immunization programs? If not, should an immunization program be organized? For what diseases is immunization practical?

UNIT VIII. IMMIGRATION

The fundamental problems of immigration are similar in their effect on rural and urban schools; however, one community

may have problems growing out of immigration which do exist in another, and this fact should be considered in organizing the unit. The naturalization laws and procedures should receive some attention, especially in communities which have unnaturalized immigrants.

Chief Problems

1. How many of the people in the United States are foreign born? From which countries did most of these people come?
2. What are the provisions of the laws governing immigration? When were they enacted? Why were they enacted?
3. What are the provisions of the laws governing naturalization? What are the specific procedures to be followed by persons who wish to be naturalized?
4. What do communities and governments do to assist immigrants? What changes, if any, should be made in the assistance which is offered?
5. What changes occurred in the nationalities of immigrants during the nineteenth and twentieth centuries? What problems resulted from the changes?
6. Why is it difficult for some immigrants to adjust themselves satisfactorily and become good citizens? What can be done to correct the difficulties?

UNIT IX. LEADERSHIP

Leadership is especially important in a democracy, and problems of leadership need careful consideration. It is frequently inadequate in rural communities while in cities it is often misdirected or of the wrong type. It is futile to imply that all individuals can or should be leaders, according to the narrow meaning of the term. There are different types of leaders, and each individual may be one in practicing the democratic way of life.

Chief Problems

1. Why is there a need for intelligent leadership? Is there a greater need for it in rural communities than in urban communities? Why?
2. What do we mean when we speak of managers? Political leaders? Recreational leaders?

3. What are the qualities which help to make individuals desirable and effective leaders? How may those qualities be developed?
4. What opportunities for the development of leadership are there in your school? Are you using them?
5. How does leadership in a democracy differ from leadership in autocratic states? Where is it really most difficult to be a leader?
6. To what extent does the future of a democratic state depend on its leaders and to what extent on the qualities of all citizens?
7. What constitutes leadership? That is, when may we say that a person is providing leadership?

UNIT X. STANDARD OF LIVING

In the city, economic wants are satisfied through the operation of many different elements in production. The child, therefore, cannot appreciate the entire cycle, for he sees only the finished product. In rural communities the child has a better chance to understand problems since he assists in the production of food and raw materials, but he is separated from other phases or types of production. The whole problem of production is a complicated one and its relation to standards of living is complicated.

Chief Problems

1. What is meant by a standard of living?
2. How does the American standard of living compare with that of other countries of the world? What determines the standard of living in a community or nation?
3. What is the minimum standard of health and decency in America? What per cent of the American people are receiving an income below that level?
4. Are there foodstuffs, natural resources, and labor enough to provide a comfortable standard of living for everyone? Why are some people unable to attain a satisfactory standard of living?
5. How have machinery and the factory system affected the standards of living?
6. Should our standard of living be raised? Why, or why not? If so, how may it be raised?

7. To what extent do Americans demand goods or services which are really not essential to a good life?

UNIT XI. PRODUCTION

Land, labor, and capital are three factors of production. The farm represents the land and is thus a definite factor in economic life. It also includes the other two factors. At the ninth grade level it is usually better to consider production without making references to complicated principles of economics.

Chief Problems

1. What is production? Who are the producers?
2. What are the factors of production?
3. To what extent is the farm concerned with all three factors?
4. Through what processes does the farm product go before it reaches the ultimate city consumer?
5. How does modern farming differ from early farming as to type of work, variety of product, and degree of independence?
6. What is the government doing to control production of agricultural commodities? Should production on farms be controlled? Is the production of manufactured articles which farmers buy controlled, or are the articles produced according to the maximum capacity of the factories?
7. How does the price which the farmer receives for a given product compare with the price which the city consumer pays? What are the reasons for the difference? Is the difference too large? If so, how may it be reduced?
8. How are problems of production related to the conservation of natural resources?

UNIT XII. MANAGEMENT AND CAPITAL

Capital is essential in all types of business, and many of the related economic problems are difficult. In many situations this unit should be attempted in grades eleven or twelve and not in grade nine.

Chief Problems

1. What is capital?

2. What difference has the use of machinery made in the importance of capital? Is machinery a form of capital?
3. What is the difference between a partnership and a corporation?
4. To what extent is large scale farming likely to eliminate the individually managed farms?
5. How are the banks of service to business men? Farmers?
6. How does the government help farmers and business men in securing capital?

UNIT XIII. LABOR AND TENANCY

The problem of adjusting the demands of labor and capital is becoming more acute with the increase of labor-saving machinery and the consequent loss of the worker's independence. The labor problem in rural communities is also being recognized, but tenancy remains the chief problem there. A study of the labor problems should include problems pertaining to the most recent developments, but the procedures should be fair and scientific. The pupils should not conclude that the problem is one-sided and that capital and labor must engage in conflict. Fair solutions should be sought on the assumption that both parties are reasonable.

Chief Problems

1. What is meant by the term "labor"? What are the different types of labor?
2. How has the Industrial Revolution changed the condition of workers?
3. When did labor organizations develop? Why?
4. What are the purposes of labor unions?
5. What has been accomplished by labor unions?
6. What methods are used by workers in improving their condition?
7. What methods are used by employers in maintaining their power?
8. What is the difference in the organization of the C. I. O. and A. F. of L.?
9. To what extent are farmers organized in your community?

10. Why has the organization of farmers been slower than that of industrial workers?
11. What is a tenant farmer? A share-crop tenant? A renter? A manager?
12. What are the causes of tenancy?
13. What are the effects of tenancy? How can these be remedied?
14. What procedures or actions of laborers or labor organizations are not wise or acceptable? What practices of capital in relation to labor are detrimental and unacceptable?

UNIT XIV. COOPERATIVE BUYING AND SELLING

Large scale production has been accomplished in industry. The farm does not lend itself easily to this, but cooperative marketing has been instituted to make possible large scale transactions with individual farm ownership. To accomplish a similar purpose, consumers are forming cooperatives. Business and professional organizations are supplementing this protection to consumers. The federal government has interested itself in the cooperative enterprise and has published material which is available to groups.

Chief Problems

1. What are the purposes of cooperatives?
2. How are cooperatives organized, controlled, and supported?
3. Where did the cooperative movement originate? To what extent has it developed in the United States?
4. What are the problems you face as a consumer?
5. What protection are you offered as a consumer by:
 - A. Consumers' cooperatives
 - B. Government agencies
 - C. Business and professional organizations
 - D. Consumers' research organizations
6. What advantages can farmers derive from cooperative buying? Cooperative marketing?
7. What factors make it difficult to develop effective organizations for cooperative buying and selling? What steps are necessary to remove the factors?

8. What is the status of the cooperative movement in Denmark?

UNIT XV. CONSERVATION OF NATURAL RESOURCES

Mankind is dependent upon natural resources. The comparison of a spot map showing the distribution of people in Colorado with a second map showing the classes of lands and other natural resources of the state reveals this truth very clearly. The conservation of natural resources is accordingly one of the most important problems confronting the citizens of our state. A unit in conservation at the ninth grade level should include a review of the geography of Colorado to thoroughly familiarize pupils with the location and nature of the natural resources and the bearing of those resources on the development of communities, industries, highways, and railroads. The study should be extended to determine some problems which have arisen from the careless use of the resources. In so far as possible the information should be presented so vividly and accurately that the resulting knowledges will encourage the pupils to assume responsibility in relation to conservation problems. The teachers may arrange for the development of certain habits in relation to conservation, but for the most part they will need to concentrate upon the knowledges and attitudes which may function in life outside of school.

In some sections of Colorado the wild grasses have been killed as a result of unwise cultivation, and therefore winds are removing much of the best soil. Some good farmlands in irrigated valleys have been ruined by alkalines which have been brought to the surface by improper methods of irrigation. Intensive farming and poor crop rotation have decreased the fertility of the soil in many farming communities. Much of the grass on some of the ranges has been killed as a result of close grazing. Forest fires have robbed mountain slopes of natural beauty and of valuable timber which also serves as a protection for summer water supply. Great loss of mineral wealth results from careless methods of extraction. Much water is wasted each year as a result of unwise systems or methods of irrigation. Such waste of natural resources should be checked. A clear understanding of the wastes will challenge the pupils to consider the means and methods whereby they may be checked. In a unit of this type there is always the danger of making generalizations in regard to needs

without giving pupils foundations for them. There is also danger of trying to instill attitudes in the pupils through exhortations instead of giving the pupils experience which will enable them to develop their own attitudes.

Chief Problems

1. What evidence may be derived from a study of Colorado geography to reveal man's dependence upon natural resources?
2. What are the natural resources of your own community?
3. What are the major natural resources of the state? What in general is the location of these resources?
4. To what extent have the people of Colorado increased the value of land through the utilization of water? What may the people of Colorado do to increase the irrigated area of the state?
5. What practices or factors have brought about the partial or total destruction of valuable natural resources?
6. What can the people of Colorado do to correct the various practices which have been responsible for the destruction of different natural resources?
7. Why is the conservation of natural resources a problem for all of the pupils instead of for those who live in regions where the natural resources exist?
8. What is meant by soil conservation? What practices may be observed to promote soil conservation?
9. Of what value is range land in your community? Is it being used to good advantage? Is range land "no-man's land"? Why?
10. How can forests be preserved?
11. What are the major uses of the important mineral resources in Colorado? What practices lead to loss of mineral resources?
12. What are the major effects of a forest fire?
13. How can range land be preserved? Why is cooperation necessary in the conservation of range land?
14. How may the water resources of Colorado be conserved? In what ways is water being wasted in your community?
15. What is a "ghost town"? What is the origin of a "ghost town"? How may some "ghost towns" be revived?

UNIT XVI. TRANSPORTATION AND COMMUNICATION

Changes in transportation and communication are usually the result of scientific progress but they always carry social implications. A unit of this type may be developed cooperatively by teachers of science and social studies or it may be developed independently by the teachers in each field. If the latter plan is used, the social problems associated with transportation and communication should be emphasized. Unsolved problems and current movements in these areas are numerous, and these should be considered to help pupils develop desirable knowledges and attitudes in relation to them.

Chief Problems

1. Why is federal and state control of transportation and communication necessary?
2. What are the responsibilities of the federal government, states, and cities in the control of transportation and communication? How are the responsibilities of each determined? What agencies or organizations has each developed to enforce laws and take care of related responsibilities?
3. What social problems have arisen or grown in importance since 1800? To what extent is their origin and growth related to the developments in transportation and communication?
4. What major changes in transportation may develop during the next fifty or one hundred years? What are the requirements in the way of training and personal qualifications for holding a position in those areas of transportation which seem to be of most interest to you?

UNIT XVII. OCCUPATIONS

It is now necessary more than ever that an individual prepare for an occupation and that he be well fitted for it. A study of occupations by groups, of the training requirements of each, and of personal qualifications is advisable for relatively mature students at the ninth grade level. A ninth grade pupil should usually not assume that he is able to make a final or permanent choice, but many pupils should make several temporary choices and plan their courses in high school accordingly.

Chief Problems

1. What are the various occupational groups?
2. Which occupational groups are overcrowded and probably will remain so?
3. In what group are you especially interested? Why?
4. What are the necessary qualities for success in any vocation? In specific vocations which interest you?
5. Do you possess these qualifications?
6. What training, capital, etc., are required for the occupation? Can you meet those requirements?
7. To what extent can your school experience prepare you for vocational success? Does a high school or college education guarantee vocational success? Does it broaden one's ability to accept opportunities?
8. What factors should one consider most in choosing an occupation?

UNIT XVIII. LOCAL GOVERNMENT

The complexity of the interplay of social and economic factors makes government necessary. With his foundation, the ninth grade pupil begins to understand more intelligently the necessity for active participation in government. The study of government should begin with the pupil's community.

Chief Problems

1. What is a village? How is it governed?
2. How does government in a town differ from that of a village?
3. Where did the township originate? Why? Does Colorado have township government?
4. What are the functions of your county government?
5. What is the lawmaking body of the county?
6. What are the different kinds of law? How does each kind affect you?
7. What are the county judicial functions? What are the two types of cases?
8. What are the provisions for law enforcement in village, town, township, and county?

9. What county agencies are useful to agriculture?
10. What changes in government are needed? Why should changes in the "machinery" of government be made as years go by?

UNIT XIX. STATE GOVERNMENT

Since our government is one of delegated powers and because each of the original states provided for its own government, a complete study of state government should be undertaken. Rural schools should emphasize those aspects important to agricultural interests. If the pupils have followed the **Colorado Course of Study for Elementary Schools** in grade eight, this unit must be adjusted to their needs. It should be planned cooperatively by the pupils and the teachers.

Chief Problems

1. What is meant by a system of delegated powers? How did it originate? What are residual powers?
2. What is a state constitution?
3. What is the organization of the executive, legislative, and judicial branches of state government?
4. What other departments have been set up in the state government as a result of economic changes since the World War?
5. What provisions are made in the state government to serve agricultural interests?
6. In what way does the state serve the people? What services does it give which assist in the solution of crime correction and prevention, problems of welfare, education, transportation, etc.?

UNIT XX. NATIONAL GOVERNMENT

The national government was created by the states themselves. It has only such powers as were delegated to it and are implied in the Constitution. There is an increased effort to use these implied powers to fit our Constitution to present needs.

Chief Problems

1. How did the Constitution remedy the defects of the Articles of Confederation?

2. What is the Bill of Rights? Why is this part of the Constitution regarded so highly?
3. What is the purpose of each of the three departments of the national government?
4. What is meant by expressed powers of the Constitution? Implied powers? Concurrent powers?
5. In what way has the national government attempted to aid the farmer in recent years?
6. What powers does the national government exercise now which it did not in former administrations?

UNIT XXI. POLITICAL PARTIES

Detailed and technical study of political parties should be delayed until the last year or two of high school, but ninth grade pupils should develop a general understanding of their organization and functions. The practical elements, significant for all voters, should be stressed. The procedures and functions of parties in the local community should be emphasized as well.

Chief Problems

1. What are the major political parties and what are the major principles of government which each one advocates?
2. What conditions or circumstance gave rise to the formation of the principal political parties?
3. How are political parties organized and supported?
4. How do political parties help to select the President of the United States? Members of Congress? State officials? County and town officials?
5. What is a party caucus and what is its purpose?
6. What positions in regard to current national problems have the major political parties taken?

UNIT XXII. TAXATION

This is undoubtedly one of the most important units in the ninth grade list. Many of the problems of the unit may not be new since pupils usually have some work in mathematics on taxation in the eighth grade, although this is not true for all schools. Special emphasis should be placed on activities which will enable

the pupils to understand the taxes paid by parents, the methods of computing those taxes, and the distribution of taxes according to use of the receipts. Problems which prepare pupils to participate in the improvement of the tax system should have a prominent place.

Chief Problems

1. How many types of taxes do the people in our community pay? For what purposes are the receipts of each tax used?
2. How is the mill levy on the property in your community determined?
3. How is the amount of tax on a given piece of property determined in your community?
4. What is the mill levy in your community for each of the agencies which is supported primarily by property taxes? That is, what is the mill levy for schools, for roads, etc.?
5. What are the merits and disadvantages of the different types of taxes?
6. What changes are needed in the tax system of Colorado to improve its efficiency and justice?
7. How do the methods of supporting schools in Colorado differ from methods used in some other states?
8. How may expenditures by various agencies of government or public service be reduced without reducing their efficiency or decreasing their functions?

UNIT XXIII. FOREIGN POLICY

Although foreign policy is given extensive consideration in the senior high school, a spirit of international consciousness should be developed at this point. Rural and urban aspects are not significantly different. The economic aspects should be given an important place.

Chief Problems

1. Why is it difficult to keep out of international controversies?
2. How does a high tariff affect our relations with other countries? Should the United States retain relatively high tariffs on imports?

3. What practices are undesirable because they tend to draw the United States into wars?
4. What are the chief points in the foreign policy of the United States?
5. What have been some of the major changes in the foreign policy of the United States?
6. How and by whom is our foreign policy developed or determined?

THE WORK FOR GRADE TEN



AMERICAN HISTORY AND GOVERNMENT

The outline of materials for Grade Ten was prepared to assist the teachers who are in a position to use the functional approach in the study of American history and government. The unit outlines are relatively brief, since the units do not differ greatly from the content of current textbooks. The problems in the units are suggestive, and it should be remembered that additional problems may and should be developed.

The work in history and government has been combined, since it is not logical or psychological to develop isolated courses in the two fields. Sometimes the units are primarily concerned with history, and again they are primarily concerned with government. The problems of a unit should be the center of attention, and they should be considered from all angles, regardless of the fields from which subject matter must be drawn. The course should be extended for one year, and current problems should receive attention whenever profitable. The pupils should read current magazines and newspapers as well as textbooks.

The materials in this outline have been developed to retain the advantages of the chronological development and at the same time make use of the problem approach. Some teachers may prefer to present the political, social, and economic developments of American life, carrying through to completion each phase from the beginning of our history to the present time. If the latter plan is accepted, most of the problems in the various units will be used, but a re-grouping would be necessary.

The problem approach should be emphasized at all times, and as much attention should be given to the method of work and procedure as to the content itself, since the aim is the development of intelligent citizens who will be able and willing to cope with the new problems as they arise. The pupils should learn to be highly selective in the use of historical materials, spending most time on the content which is of greatest value in relation to modern problems.

UNIT I. GENERAL CONCEPTS OF DEMOCRACY

Democracy is an abstract term, and interpretations of it have varied from generation to generation. It is also true that contemporary authorities in the fields of history and political science differ in their concepts of it. These variations are to be expected since democracy is a dynamic, expanding concept. A consideration of the meaning of democracy need not necessarily result in the development of the same concepts by all pupils, but all of them should gain a better understanding of and appreciation for the democratic way of life.

Major Objectives

This unit is intended to help pupils understand that:

1. There are many interpretations of democracy
2. Democracy is a dynamic, expanding concept rather than a static idea
3. Democracy may be applied to social and economic life as well as to political organization
4. There is interdependence of political democracy, economic democracy, and social democracy

Chief Problems and Suggested Activities

Problem I. What is meant by "democracy as a way of life"?

A. Can the term "democracy" be defined?

B. What concepts of democracy are held by people in your community?

Activities

1. Use dictionaries, encyclopedias, magazines, reference books, newspapers, etc., to secure as many different definitions of democracy as possible. Is there a common element in the definitions?
2. Conduct a panel discussion on the relative values of the different concepts of democracy

Problem II. What have some leading statesmen and philosophers thought democracy to be?

Activities

In parallel columns write summaries of the concepts of the following persons:

- a. Alexander Hamilton

- b. George Washington
- c. Thomas Jefferson
- d. Andrew Jackson
- e. Abraham Lincoln
- f. Theodore Roosevelt
- g. Woodrow Wilson
- h. James Bryce
- i. De Toqueville

Problem III. What different concepts of democracy are held by contemporary statesmen and philosophers?

Activities

- 1. Listen to radio addresses and compare the concept of democracy held by present day leaders of public opinion with that held by earlier leaders.
- 2. Interview at least three citizens to determine their understanding of democracy. Report these interviews to the class.
- 3. Read the platform of the political parties and compare the attitudes and programs with reference to democracy.
- 4. Ask representative citizens to speak to the class of their understanding of democracy.

Problem IV. What social institutions are organized on the principles of democracy?

- A. To what extent has democracy found expression in the government of people in all periods of history?
- B. To what extent has family life been an expression of democracy?

Activities

Investigate the constitution or program of different social institutions to determine the extent to which the principles of democracy have been applied.

Problem V. To what extent are industrial corporations organized, controlled and operated on the basis of democracy?

Activities

- 1. Investigate the management of corporations to determine the extent to which principles of democracy are observed.

2. Investigate the records of corporations which have made definite attempts to apply democratic principles to determine the value of those principles in business organizations.

Problem VI. Is it possible for a nation to maintain political democracy if economic and social democracy are not practiced? Is it possible for any one type of democracy to be maintained if the others are not?

Activities

Show the extent to which political, economic, and social democracy are practiced in Germany, Japan, Russia, France, England, and the United States. This may take the form of a large comparative chart which the entire class prepares.

Problem VII. What, now, is your concept of democracy? Is it what you thought it to be six months ago?

Activities

Have each pupil write in class, without reference to materials available, an essay on the meaning of democracy.

UNIT II. COLONIAL STRUGGLE FOR SELF-GOVERNMENT

The colonial period was one of great importance in the history of our nation. During the colonial years the very foundations of our democracy were being laid, foundations for all aspects of our life—religious, social, political, and economic. It was during this period that the **English** colonies were gradually transformed into **American** colonies and prepared for independence.

This outline is designed to give primary attention to the political and economic phases of the colonial period.

Major Objectives

1. To help pupils discover the extent to which the colonists began to think of self-government
2. To discover the conditions that led to the growth of the movement toward self-government

3. To determine how far the colonists were willing and able to go in assuming the responsibilities that accompanied self-government
4. To help pupils understand the relationship between economic conditions and political and social life
5. To help pupils appreciate the conditions out of which the nation was born
6. To help pupils understand the concepts of democracy which grew out of the political, economic, and social practices, movements, and theories of the colonial period.

Chief Problems and Suggested Activities

Problem I. What movements in Europe caused people to take an interest in America?

- A. What political and social practices in Europe made people want to come to America? Do any of those conditions exist in our present society?
- B. How did the purposes of the commercial companies that promoted colonization in America differ from the purposes of the colonists?
- C. What were England's main objectives in her program of colonization?
- D. How did England justify her policy of mercantilism? Where is this policy being followed today?
- E. Who is coming to America today? Why? What problems arise as a result?

Activities

1. List the different types or classes of people who settled in the colonies and tell why each came.
2. List the different types of peoples who have immigrated to the United States in recent years, and show why they wanted to move.
3. Find out why families in your community have moved in and why they left their former homes.
4. If there are immigrants in your community, interview them to learn of the conditions in their homeland that caused them to leave.
5. Ask an immigrant to speak to the class on economic, political, and social conditions in his homeland.

Problem II. What were the major types of colonial government?

- A. Which type of government was most democratic?
- B. To what extent was self-government achieved in the colonies?
- C. To what extent was the right of suffrage granted to the colonists? Why was it not made universal? Do we have limitations on suffrage today which are being questioned?

Activities

- 1. Prepare diagrams of colonial governments showing the line of authority from the king downward.
- 2. Prepare a circular graph showing the composition of the colonial population in 1760 (by sex, economic status, etc.) and the percentage of people who could vote.
- 3. Dramatize a New England town meeting.

Problem III. What circumstances forced the early American leaders to develop a technique of self-government?

- A. What class of people most eagerly sought self-government for the colonies?
- B. What were the chief obstacles which faced the colonists in their struggle for self-government?

Activities

- 1. List the important contributions which each colony made toward self-government.
- 2. Portray by a pageant the chief events that led to the establishment of self-government in the New World.

Problem IV. To what extent did democracy find expression in the social and economic life of the colonial period? Have we extended the democratic idea and process into these areas of our national life today?

Activities

1. Bring to class newspaper clippings which present conditions that seem to parallel colonial struggle for democracy.
2. Bring newspaper clippings which describe modern colonial problems.

Problem V. How did the expulsion of the French from North America contribute to the spirit of self-sufficiency of the colonists?

Problem VI. What evidences of French occupation of part of North America do we see today? How did the French occupation contribute to the development of an American culture?

Problem VII. What was the chief economic activity of the colonial period? How did that influence the cultural and political developments of the nation?

UNIT III. THE WAR FOR INDEPENDENCE

The student who seeks to understand his country and its government must first understand and appreciate the spirit of the founders. Even though the Revolutionists were the amalgamation of turbulent Europe's overflow, they were unified by the surging spirit of liberty and freedom. In order to fully understand this period, the student must be able to follow the feeling of "sameness" as it matures into the Declaration of Independence.

Chief Problems

- I. What was the underlying cause of the conflict between the colonies and England? Was it economic, religious, political, or social?
- II. What did England's policies of mercantilism and imperialism have to do with the revolution? Was England within her rights in enforcing these policies?
- III. What did the revolutionists hope to accomplish? Do any of those same objectives face the present America?
- IV. How do the ideals of the philosophers of the revolution compare with the modern philosophy and conception of government?

- V. Are any of the weaknesses of the Continental Congress evident in the framework of our state or national government?
- VI. To what extent do the great documents still influence American thought and action?
- VII. What forces were opposed to the efforts of the colonists for freedom? What were their reasons? Do any of the same forces oppose change today? What are their reasons?
- VIII. How has the society in which we live benefited by the Revolution? What is our part in carrying out the ideals of the revolutionary leaders?
- IX. What was the effect of the Revolutionary War on American industry? How are wars affecting our industry today?
- X. What part did the press play in molding the thoughts and beliefs of the colonists?
- XI. What is the difference between "constitutional" and "natural" rights?
- XII. How was the Revolution financed?
- XIII. How did the women help win the Revolutionary War?

UNIT IV. THE CONSTITUTION

Whenever men have defended freedom and liberty with their blood, they have sought to perpetuate their aspirations through documentary evidence. In such a manner our Constitution was born. It is the result of centuries of man's experience with government and of much bloodshed for the fundamental rights of the individual. This unit should help high school pupils understand the Constitution and to appreciate its significance.

Chief Problems

- I. To what extent had constitutions come into use in Europe by 1787?
- II. What new theories of government were being expressed in the colonial charters?
- III. Why did the Articles of Confederation fail to meet the needs of "the Critical Period"? What influences of this governmental theory and practice have continued in modern times?

- IV. Why did some political leaders desire to write a new constitution?
- V. To what extent did the framers of the Constitution represent all groups within the nation?
- VI. What compromises were made in forming the Constitution?
- VII. What major interests within our nation are in conflict today? Will further constitutional compromises become necessary?
- VIII. Why were certain functions delegated to the state government? To the federal government?
- IX. Why did some groups insist upon a Bill of Rights?
- X. Does the Bill of Rights place responsibilities upon the individual citizen today or is the responsibility upon government itself?
- XI. Under what conditions has the Bill of Rights been set aside? What dangers and injustices are involved in such action?
- XII. Why was the system of checks and balances introduced? Has the system been maintained? How have national or international emergencies affected the balance between the branches of government?
- XIII. Is our Congress more representative than it was in 1787? In 1802?
- XIV. Do the members of Congress represent the state or the nation? What practical difference does it make?
- XV. What special problems, if any, have resulted from the system of life appointments to the federal courts?
- XVI. Why do some people claim that the authority of the Supreme Court should be limited?
- XVII. Where is the final authority in the American framework of government?
- XVIII. What effect, if any, would more concentration of power in the hands of the executive have on your life?

- XIX. What does the Constitution mean to you as an individual? Which of its provisions affect your life most? Why?
- XX. What changes do you think are necessary in our present government to better the lot of the average man?

UNIT V. THE ESTABLISHMENT OF THE FEDERAL GOVERNMENT

The weaknesses found in the Articles of Confederation strengthened the ramparts of the Constitution. The faulty structures were glaringly revealed under the pressure of practical operation. The fundamental law of the land was fashioned in a flexible manner, making allowance for the unpredictable developments of the future. This unit should reveal the history of our government and at the same time help pupils gain a better understanding of its organization and functions.

Chief Problems

- I. How do the functions of the federal departments as planned originally compare with those of today?
- II. During our national infancy the country was for the most part controlled by men who were from the aristocracy. Why is it generally thought that this was fortunate?
- III. What qualities have given to Washington his place in American history?
- IV. What interests and circumstances tended to develop the spirit of nationalism in our early history?
- V. How did the unconstitutionality of congressional acts arise?
- VI. How did the decisions of the Supreme Court under John Marshall affect the establishment and growth of the federal government?
- VII. To what extent have recent presidents faced industrial, financial, and social conditions similar to those of Washington's time?
- VIII. What financial problems faced Alexander Hamilton as the first Secretary of the Treasury?

- IX. To what extent did Hamilton's policies establish the framework of our modern financial system?
- X. Does our present financial system meet our needs as adequately as the Hamiltonian system met the needs of its day?
- XI. What constitutional problem was involved in the purchase of Louisiana in 1803?
- XII. On what other occasions have presidents interpreted the Constitution personally? What results have followed this practice?
- XIII. How did differences in interpretation of the Constitution lead to the development of political parties?
- XIV. How do the present political parties compare with the original parties? To what extent are differences in parties based on economic reasons? Political philosophy? Sectional differences?
- XV. How should a young citizen decide upon his party affiliation?
- XVI. Did the passing of the Alien and Sedition Acts by the Federalists achieve the desired results? Have recent experiences proved the soundness of this theory of the Federalists?

UNIT VI. FOREIGN RELATIONS

As the United States developed from a small, self-sustaining group of struggling colonies into one of the great nations of the world, it found itself becoming increasingly entangled with the other world powers. Our present foreign policy is the result of the experiences we have had with other sovereign states. An understanding of the probable future foreign policy may be acquired by the pupils who diligently survey the past.

Chief Problems

- I. What foreign complications involved the government from the beginning? What policies evolved from this situation? Do we adhere to these policies now?
- II. Did Washington's Proclamation of Neutrality in 1791 break our contract with France?

- III. In what ways did the Napoleonic Wars affect the United States?
- IV. What were the weaknesses in Madison's peace plans? How can we profit by his mistakes?
- V. From the perspective of the present day what importance can be attached to the War of 1812?
- VI. What circumstances led to the expression of the Monroe Doctrine? What historical situations have led to its various interpretations? What is the present status of the Monroe Doctrine?
- VII. To what extent did the annexation of Mexican territory strengthen or weaken the pro-slavery interests of the United States?
- VIII. Why have leading historians differed in regard to the justification of the Mexican War?
- IX. What factors have influenced our attitudes and determined our policies in the Far East?
- X. Why was the United States concerned with Cuba from the military, financial, and humanitarian viewpoints during the 1890's?
- XI. To what extent did this concern lead to the Spanish-American War?
- XII. Why was the advent of the United States as a colonial nation a matter of deep interest to European powers?
- XIII. How has the issue of imperialism played a part in the presidential campaigns since the beginning of the 20th century?
- XIV. Has the United States lost or gained by its territorial acquisitions?
- XV. To what extent have the commercial difficulties of 1803-1812 and 1914-1917 and our national policies in connection therewith provided our people and government with guides in the present international scene?
- XVI. Have we assumed political responsibilities in world affairs commensurate with our economic position among the nations?
- XVII. What policies have been developed for the maintenance of peace? What other proposals are the American people being asked to consider?

UNIT VII. THE NEW DEMOCRACY

In the process of developing the gigantic policies of state, a great leader often forgets his obligations to the individual citizen. One of the peculiarities of our nation is that it has produced great leaders who also have been conscious of the common man. The American people prize and valiantly protect their democratic principles of government, but they encounter many problems as they apply them in the midst of changing economic and social conditions.

Chief Problems

- I. Why has the election of Jefferson been referred to as "the Revolution of 1800"?
- II. How did the extension of slavery affect the development of democracy in the United States?
- III. Did the rise of industrial cities or the settlement of the West bring greater changes in American life? To what extent? Which affected the political development more than the other?
- IV. How did the election of Andrew Jackson mark a new order of social and political life? Why is it called a mile-post in our growth toward universal suffrage? What frontiers of suffrage remain to be explored?
- V. What is the significance of the Jackson Day dinners now sponsored by the Democratic Party?
- VI. Why was the "spoils system" regarded as democratic in the 1880's? Was the theory sound? To what extent is the "spoils system" a necessary part of our traditional party system?
- VII. What cultural gains had been made by the common man up to the middle of the 19th century?
- VIII. Is there a difference between Jacksonian democracy and the democratic movement represented by Jefferson? Contrast the two philosophies.
- IX. Who were the leaders of (a) the suffrage movement and (b) the abolitionist movement?
- X. What factors contributed to educational progress during the first half of the nineteenth century? How did the national government aid education?

- XI. Compare Webster and Calhoun as representatives of opposing ideals of government. How do these two views influence later American life?
- XII. What were the first institutions of higher learning to admit women students on equal terms with men? What factors contributed to the development of this policy?

UNIT VIII. CONFLICT WITHIN THE NATION

Since the signing of the Declaration of Independence, the United States has grown, in size and importance, many times over its original position. Because of geographical influences, the southern states produced cotton on their large plantations, shipping this important product to the northern factories to be worked into usable form. The industrial North and the agricultural South had conflicting interests which would eventually outnumber the interests held in common. A conflict was therefore inevitable.

Chief Problems

- I. How was the Missouri Compromise of 1820 culminate in character from the economic and political viewpoints?
- II. To what extent did geography play a part in the development of different economic systems in the United States?
- III. What was the real basis for northern opposition to slavery? How does our present industrial system reflect the same feeling?
- IV. Why did the southern opposition to slavery change to tolerance and then to defense?
- V. Why did both parties to the Compromise of 1850 look upon it as a final disposition of the slavery question? How did it in actual fact contribute to the crisis that it sought to avoid?
- VI. How did the work of the legislative branch of the government contribute to a political realignment and the formation of a new political party?
- VII. How did the judicial branch of the government reduce the slavery question to a definite political issue?

- VIII. How have recent legislative acts and judicial decisions tended to affect political alignments?
- IX. What was the southern theory of the Constitution? Why are such phrases as "free trade," "states' rights," "inflationary money," and "national bank" symbolic of this theory?
- X. Why did the South oppose internal improvements? Were the southerners justified in their views?
- XI. What was the origin of the Republican Party? What were the political reasons for the election of Lincoln?
- XII. What was the history of secession philosophy, when did it first come to light, what arguments were used for and against it, and what is the attitude which has been maintained in relation to it?

UNIT IX. THE NEW INDUSTRIAL REVOLUTION

After the conflict between the states was over, a need arose for something to heal the wounds of a broken nation. Attention was immediately turned westward toward an unexploited frontier. "Rugged individualism" molded the raw materials into the products to be used in developing our nation. The effects of this period of intensified industrialism are being felt by the American people today.

Chief Problems

- I. To what extent was the early policy of the government in regard to land and other natural resources responsible for the more recent and acute need for an extensive conservation program?
- II. Was the early land and natural resources policy consistent with our historic democratic ideal?
- III. Should government aid in railway construction have been accompanied with regulation? If so, how strict? If not, why?
- IV. What conditions favored the rapid industrialization of the nation after 1865? To what extent do these conditions still support our industrial system?

- V. Centralization in industry was an outgrowth of what conditions that developed after the Civil War? To what extent may the growth of the labor movement be attributed to centralization in industry? To what other factors?
- VI. What factors combined to produce the industrial growth in the southern states? What industrial problems have arisen in the South that had once been confined to the North? What other results are apparent?
- VII. How has government attempted to control and regulate business in order to aid business and protect the public? What is the present trend in the relationships between government and business?
- VIII. How have decisions of the Supreme Court affected the course of development of (a) business, and (b) the labor movement?
- IX. What has been the relationship between our economic policy and our immigration policy?
- X. To what extent do the favorable results of the Industrial Revolution outweigh the bad effects?
- XI. How has the accumulation and concentration of great wealth affected our social democracy? Our political democracy?
- XII. What has been the relationship between the accumulation of wealth and the development of such factors of our civilization as art, education, the position of women, science, and literature?
- XIII. What has been the role of the consumer in the industrial development of the nation?
- XIV. How did the development of railroads influence the history of the United States?

UNIT X. SOCIAL REFORM, THE PROGRESSIVE MOVEMENT, AND THE NEW FREEDOM

The twentieth century found that the relentless march of the new industrial age infringed upon the principles of democratic government. Man began to realize that something should be done to prevent the American citizen from being disappointed by his efficient machine-monster. Industrial development continued

at a rapid pace, but reforms of various types played a progressively larger part in the process of restoring the rise of individuals. This unit deals realistically with the major social, political, and economic problems of the early years of the twentieth century.

Chief Problems

- I. How was the organization of our Civil Service system related to the death of William McKinley? What is the Civil Service system? What major problems are associated with it?
- II. What was the "Square Deal"? How did it differ from the "New Deal"?
- III. Why is the conservation of natural resources an important national policy? What were the major steps in the development of the policy?
- IV. What were the results of the insurgent movement within the Republican Party?
- V. What reform movements were prominent during the early years of the twentieth century? What social trends do the movements reveal?
- VI. How did the workers respond to the intensified industrialism of the twentieth century? Why did the population shift rapidly from farm to city? What problems arose with this shift of population?
- VII. What changes occurred in the status of women and their place in the business world during the twentieth century? What factors were responsible for the changes? What problems did they produce?
- VIII. What measures have been adopted by some states to bring government more directly under the control of the people? How will the Sixteenth Amendment influence American life?
- IX. What was our national policy before the World War in relation to international arbitration? What specific cases illustrate the policy? Was it a good policy? Does it still exist?
- X. Is Japan justified in her contention that the United States has made unfair discriminations against the Japanese people politically and socially?

UNIT XI. THE UNITED STATES AND THE WORLD WAR

Pupils in secondary schools are frequently more interested in the military aspects of war than in causes and results. In a study of the World War, some attention is necessarily given to the military aspects, but most attention should be concentrated on the complicated factors which drew the United States into the war, and on the various problems which resulted from the war. European backgrounds should be considered in so far as necessary to understand the problems of our nation.

Chief Problems

- I. What were the underlying factors, immediate and distant, that caused the United States to enter the World War? Would the factors justify a declaration of war? What lessons concerning national and international policies may be derived from a study of those factors?
- II. What were the major internal problems which resulted from the World War? Have all of those problems been solved or do they still exist today?
- III. How did the World War affect our relationships with other nations?
- IV. What was Wilson's "New Freedom"? Has it been realized?
- V. Why was there great industrial expansion and prosperity during the World War? Why would the period between 1914 and 1920 probably have been a period of expansion and prosperity without the impetus of the war?
- VI. What steps were taken after the war to limit armaments?
- VII. What trade policies did the United States develop immediately after the World War? What were the immediate and ultimate effects of those policies?

UNIT XII. POST-WAR AMERICA

A great war inevitably rocks the foundations of civilization so disastrously that it disrupts the natural channels of endeavor in agriculture, industry, and business throughout the entire world. The problem of reorganization and stabilization entails a slow and burdensome process. This unit is concerned with the national rehabilitation program of the United States following the World War.

Chief Problems

- I. To what extent did the peace treaties fulfill the spirit of Wilson's Fourteen Points?
- II. How does mass production affect city dwellers and farmers?
- III. What has been the trend in regard to public utilities since the World War? Have the procedures pertaining to utilities been wise? Should they be revised? If so, why?
- IV. What bearing has the National Labor Relations Act had upon the American labor movement?
- V. How have the Republican tariff policies differed from the Democratic tariff policies in relation to the farmer, the industrialist, the worker, and the consumer? How may the high tariffs that were developed during the Coolidge and Hoover administrations complicate international trade?
- VI. How did Harding's close associates discredit the entire administration? Did their actions lead to any significant movements?
- VII. What was responsible for the decade of "false prosperity"?
- VIII. What were the major causes of the depression? How may similar conditions be prevented in the future?
- IX. How did Hoover's plan of recovery differ from Roosevelt's in "pump priming," in aiding agriculture, and in the attitudes toward business and labor?
- X. What is included under the term "New Deal"?
- XI. What contributions has the United States made since the World War toward international peace?

- XII. How has the average citizen been affected by recent reforms in state and local government?
- XIII. What have been the major trends in education during the World War? What are the major reasons for the great increase in school enrollments?
- XIV. To what extent is current literature, modern art, and modern music expressive of post-war America?
- XV. How may we account for the spread of philanthropy during recent years? Is it an outgrowth of religious development? Is it evidence that democracy is becoming effective? Is it a weakness in our national development?
- XVI. What changes have taken place in relation to religious life, home life, and morals? What are the causes of the changes? What problems have resulted from the changes?
- XVII. Why have some industries developed by apparent leaps and bounds while others have deteriorated?

THE WORK FOR GRADE ELEVEN



WORLD HISTORY

At the present time most schools offer world history in the tenth grade and American history in the eleventh grade. This bulletin suggests a reversal of the order, but the materials in this and the preceding section are useful regardless of the grade placement of the courses. The grade placement suggested in this bulletin is in line with recent trends.

The suggestions which follow are based on the assumption that teachers of world history classes strive to emphasize basic and persistent cause-effect relationships, movements and events which illustrate fundamental principles, or information which contributes directly to an understanding of current problems. The general aim is to help pupils understand present-day situations and to participate more effectively in present and future activities of citizens. An important outcome, perhaps the most important, is to help pupils develop a method of coping with or attacking current problems.

Regardless of specific differences in the method of study, the teacher and pupils may well look forward to an enjoyable and profitable year together as they consider the advance of their most primitive ancestors toward what is called civilization and the development of this civilization into the complicated life of our times. Economic factors will loom up as important in the several lines of social development. As study progresses, greed against justice, autocracy against democracy, and prejudice against progress will be revealed for what they were and are. Pupils will notice that many of the problems which trouble us now are in some form as old as society itself. War, greed, poverty, disease, alcoholism, physical handicaps, exploitation, unemployment, and other hindrances to the happiness and well-being of mankind still challenge the human intellect.

World history is very difficult for pupils who do not have basic geographic understandings. They first of all need to know the maps showing the distribution of nations at the present time. The importance of this understanding cannot be overemphasized, since utter confusion will otherwise result as the pupils study the maps of the past. The pupils should also become acquainted with

the relation of natural resources to the activities of people and the resulting movements in history. For this reason the pupils might well become acquainted with maps showing the sources of basic raw materials as well as with the political-physical type of map. Some teachers prefer to develop or review basic geographic concepts at the beginning of the course, while others prefer to develop them as the problems of history are considered. The latter approach is probably the better; but when it is used, geographic influences may be neglected unless the teacher is much aware of the relationship of man's activity to natural resources, climate, and physical features of the earth.

Whenever workbooks are used in world history classes, they may serve as guides and sources of drill. However, most of the class time should be given to a consideration of problems, and only a relatively small amount of time should be used in checking the pupils' answers to isolated exercises in a workbook. The funds which are expended for workbooks might be used more profitably by purchasing good collateral reading either in the form of books or current magazines.

The unit outlines which follow are relatively brief, and only a few typical problems are listed. It is assumed that most schools have access to textbooks or reference books which offer many suggestions. If a textbook is used, it should not be followed in a routine purposeless manner.

UNIT I. PRIMITIVE MAN AND HIS CONTRIBUTIONS TO PROGRESS

It is more important for pupils to develop an understanding of elements which are basic to progress than to learn many specific facts about primitive civilizations. Some of those elements are revealed as this unit is developed if attention is focused on generalizations which are justified by an analysis of historical facts. A study of primitive civilizations reveals that progress occurs as man learns to use various natural resources and strives to transmit his discoveries to succeeding generations. It also indicates that the environment may set up permanent limitations even though ways of changing or controlling it are discovered,

Major Objectives

1. To help pupils understand the contribution of prehistoric man to the persistent problem of controlling and changing the environment

2. To investigate methods whereby scholars have learned about primitive civilizations
3. To reveal the importance of natural resources, discoveries, and the improvement of human relationships in the development of civilization

Chief Problems

1. How have archaeologists learned about primitive civilizations?
2. Why did man require many centuries to develop our modern civilization and culture? Why has the rate of progress increased?
3. Why are certain prehistoric animals now extinct?
4. Why did primitive men find it advantageous to cooperate with fellow tribesmen? How does the cooperation which is required at present resemble and differ from the cooperation which is demanded in a primitive society?
5. How did the controlled use of fire contribute to man's progress?
6. What characteristics of the human body have helped men to develop civilizations of progressively higher levels?

Suggested Activities

1. Watch newspapers and magazines for references to primitive civilizations and prehistoric animals and make a scrapbook of clippings.
2. Draw a time-line. Divide it into five sections representing 100,000 years each. Show when civilization began. Indicate on it important developments.

UNIT II. ANCIENT NATIONS OF THE NEAR ORIENT

The history of these ancient nations is important because they contributed elements of culture which became foundation stones of the Greek and Roman civilizations. Likewise, the Bible has contributed directly to the development of modern western civilization. Other developments which had their origin in the Near Orient have influenced modern times either directly or indirectly. This unit should be developed to reveal the major contributions of the Near Orient. It should also clarify the condi-

tions which favor progress and stability within a nation. The unit may confuse and discourage many pupils if attention is focused on the sequence of events which marked the rise and fall of empires.

Major Objectives

1. To reveal the contributions of Egypt and western Asia to western civilization
2. To reveal factors which contributed toward the rise and fall of nations so that pupils may develop a better understanding of modern problems

Chief Problems

1. What were the major contributions of the Near Orient to western civilization?
2. What relation exists between our present calendar and the early Egyptian calendar?
3. Do the social patterns of early civilizations in the Near Orient have any elements in common with our civilization?
4. How were the people in the ancient nations of the Near Orient superior to prehistoric man? Why should each new generation be capable of more progress than the preceding generation?
5. How were the Egyptian hieroglyphics finally deciphered? Why was the Behistun Monument called the "Rosetta Stone of Asia"?
6. What were the major defects of the ancient civilizations in the Near Orient? Do those defects exist in the twentieth century?
7. What factors seem to be responsible for the decay or disappearance of the ancient nations in the Near Orient?

Activities

1. Make maps to reveal the major ancient nations and cities of the Near Orient.
2. Collect pictures which reveal development in the ancient nations of the Near Orient and their contributions to western civilization.

UNIT III. GREEK CULTURE

Students in secondary schools need to study the ancient Greek civilization so that they may better understand the various references to it. This unit is also worthwhile because the Greeks contributed ideas and artistic developments which influence much of our life today. However, as the unit is developed, it is necessary to recognize that many of the known facts are not important and constitute a source of confusion if they are emphasized. The facts about the rise and decline of Athens may enable American citizens to view their national problems more intelligently and effectively.

Major Objectives

1. To show how the early Greeks were influenced by civilization in Egypt and Western Asia
2. To help pupils understand the merits and defects of Greek government, education, and economic organization
3. To note the most outstanding achievements and contributions of the Greeks

Chief Problems

1. Why did Athenian democracy endure a comparatively short time?
2. What lessons may people in democratic nations learn from the history of Athens?
3. Why was the battle of Marathon important?
4. What were the greatest contributions of the Greeks to the world?
5. What are the specific contributions of Greek architecture to present-day architecture? What was the Parthenon?
6. How does the Athenian oath compare with the pledge of allegiance to our flag?
7. How was the Athenian "youth movement" similar to and different from the German or Italian youth education of today?
8. How is the philosophy of the medical profession related to the Greek civilization?
9. How are our modern concepts of law and justice related to those of the Greeks?

10. What conditions enabled the Greeks to develop an outstanding civilization?
11. What factors contributed to the downfall of Greek civilization? Do those factors or similar factors exist in the United States?

Activities

1. Draw a map which reveals the location of cities and states which were important in ancient Greece.
2. Compare living statesmen with Solon, Pericles, Alcibiades and Alexander.
3. Dramatize the recall of Alcibiades, showing the indecision of the Athenians who "loved him and hated him, and could not live without him."
4. Make a collection of pictures to reveal evidences of Greek architecture in modern American buildings.

UNIT IV. THE ROMAN EMPIRE

The events in the rise and fall of the Roman Empire may constitute a fascinating narrative. However, pupils may not think so if drill and analysis of isolated events are the major learning activities in this unit. The exact sequence of events and the specific contributions or ideas of individuals are relatively unimportant, and too much attention to them may destroy interest.

It is especially important to note the contributions of the Romans in the realms of government and law. The role of the Empire in disseminating the products of Mediterranean civilizations, including Christianity, is worthy of careful study. Likewise, pupils should profit from an analysis of internal factors which contributed toward the decline and fall of the Empire.

Chief Problems

1. What conditions enabled the little city-state of Rome to develop into a republic that conquered the Mediterranean world?
2. What were the causes of degeneration in the Roman republic? Compare these destructive forces with similar dangers at work in our country at the present time.
3. How do the effects of labor-saving machines compare with those of hordes of slaves in the Roman state?

4. How do inter-state relations of the Romans compare with modern international agreements?
5. How is the development of a nation related to home and family life? Compare the typical Roman family with the typical American family.
6. How does mercantile policy of the present world powers compare with the Roman mercantile policy?
7. In the light of Rome's development from a republic to an empire, and hence to a "one-man rule," what prediction would you make for the British Empire, France, Germany and the United States? How may such developments be prevented in the United States?
8. How has Mussolini utilized the precedents set for him by the early Roman leaders?
9. What were the major contributions of the Roman Empire to the development of modern civilization?

UNIT V. THE TEUTONS AND THEIR ROLE IN THE DEVELOPMENT OF NATIONS

The centuries between the fall of the Roman Empire and the Renaissance are sometimes regarded incorrectly as years of turmoil and regression. At the same time it is thought that the conditions were largely a result of barbaric invaders who had no regard for culture. This unit should help pupils understand that the influx of new peoples paved the way for new nations and progress. It should also reveal that the new nations soon became the champions of Christianity, although there was some lag in development of the arts and sciences.

Chief Problems

1. What were the major results of the invasion of the Roman Empire by the Germans?
2. Was social service an ideal in the Roman government? How does a democratic government differ from an undemocratic one?
3. What relation existed between the Roman Catholic Church and the Holy Roman Empire? How were the forms of government of the two similar?
4. Why has religion played a dominant role in the life of man?

5. What part did the Jewish people play in the decline of Roman power? Trace the history of Jewish persecution up to the present time.
6. How did the government of the Germanic tribes differ from that of the Roman Empire?

UNIT VI. THE MIDDLE AGES

This unit should help pupils recognize the Middle Ages as a formative period, not as a period of indifference and regression. It should reveal the influence and power of the church. In a study of feudalism the pupils should become aware of the conditions which made it possible or necessary. Likewise, they may notice that institutions rise and fall with changes in social, economic, or industrial conditions. The fact that there is a tendency to continue institutions such as feudalism after they have served their purposes becomes obvious as the unit is developed. It is unnecessary to give attention to all events and their exact sequence.

Chief Problems

1. What conditions gave rise to the papacy at Rome and its great power throughout the medieval world?
2. What was the significance of the Mohammedan invasion of Europe?
3. What conditions gave rise to feudalism? What were its major merits and defects?
4. What were the causes and results of the Crusades?
5. What was the Renaissance? Why was it regarded as the beginning of the modern period of history?
6. What is meant by the term "medieval mind"? What evidences of it can you find in our own times?
7. Was Christianity, in its earlier days, a religion of "peace and good will towards men"?
8. What differences and similarities are there in Mohammedanism and Christianity?
9. Where should the discovery of America by Columbus be placed in the pattern of the Renaissance?

UNIT VII. THE DEVELOPMENT OF STRONG NATIONS

During the Middle Ages the nations of Europe were relatively weak. This unit should reveal the causes of weakness. It should also trace developments which gave rise to greater unity and strength. The influences of inventions, commercial developments, discoveries, and the growth of industries deserve careful consideration. The effect of gradual emergence of individuals from institutional control is worthy of study. Problems which arose as nations became stronger should be emphasized.

Chief Problems

1. How was England affected by the Norman Conquest?
2. How did the people of England gain power and individual freedom?
3. What was the most important result of the Hundred Years War in connection with international relationships?
4. How is the early history of the Scandinavian countries related to the characteristics of the people of those nations today?
5. Why is the date, 1066 A. D., one of the most important years in the history of the world?
6. How does the early development of nationalism and the patriotic feeling of unity within a state compare with the recent nationalistic movements in Italy, Germany, India, Ireland?
7. How have the English charters of liberty influenced or affected citizens of the United States?
8. What evidence exists to prove that commercial policies have been a factor in the development of wars?

UNIT VIII. THE RELIGIOUS AND POLITICAL ASPECTS OF THE REFORMATION

The study of history, and especially a study of this unit, reveals that movements do not develop suddenly and in isolation. The Reformation was an outgrowth of the Renaissance. Furthermore, it was closely related to political and social developments. During the Middle Ages individuals were submerged in or subordinated to institutions. Centuries of struggle were re-

quired to free individuals, and the Reformation may be regarded as one phase of the process. The political and social results of the Reformation, and especially those which had a direct bearing on developments on this continent should be emphasized.

Chief Problems

1. Why did critics of the medieval church believe that reform was needed?
2. Why did the revolt against the papacy begin in Germany?
3. Why did Martin Luther revolt against the papacy, and what factors or conditions contributed to his success?
4. Why did England fall away from the papacy and become protestant?
5. Why was the reign of Queen Elizabeth of England very significant?
6. What results of the religious wars are most important because of their effect on the present era?
7. What gains toward the liberty and well-being of the average citizen were made during the struggle between king and parliament in England?
8. What connection is there between the Reformation and the contributions made by the scientific thinkers of this period?
9. Is it true that "with the development of power comes the establishment of despotism"? Why?
10. How did Henry VIII promote colonization and contribute ultimately to the independence of the American colonies?
11. How did the Reformation divide the nations as to religion?
12. Upon whom could the responsibility of the religious wars be equitably placed?
13. What part have the Bill of Rights, the Acts of Toleration, and other official acts written at this time, played in the future of America?

UNIT IX. THE OLD ORDER AND COLONIAL EXPANSION

This unit is very important because it is concerned with the history of problems which are still unsolved. The explorations of the fifteenth and sixteenth centuries were prompted by economic motives. Likewise, motives in colonization were primarily of an economic nature, although some were religious and political. Colonial expansion was a cause of bitter conflict in Europe. It also contributed to a new order by assisting individuals to overthrow the domination of traditions and institutions. This unit should not only help pupils gain a better understanding of colonial expansion and the motives back of it but also a better understanding of its effects on the old order and its relation to current international problems.

Chief Problems

1. Why is Louis XIV considered the outstanding representative of the two political institutions, Absolute Monarchy and Divine Right of Kings?
2. How did the reign of Louis XIV lay the foundations for the French Revolution?
3. What provision of the Treaty of Utrecht has had the most influence on commercial development?
4. What factors account for the distinctive characteristics of the Russian nation?
5. Was the militarism of the Hohenzollerns the actual cause of the growth of Prussia? Why?
6. What factors have contributed to England's supremacy on the sea?
7. What relationship was there between the study of the natural sciences and the great industrial awakening in the last half of the eighteenth century?
8. Were England and France, through their early expansion policies, justified in forcing "civilization" upon "backward" areas of the world?
9. What effect did the invention and use of labor-saving machinery have on the English people?

UNIT X. THE FRENCH REVOLUTION AND THE DECLINE OF ABSOLUTISM

The spectacular events of revolution may seem most important and interesting in this unit, and the real significance of the Revolution may remain unnoticed. The unit should help pupils understand that the Revolution was the climax of movements and theories that had stirred Frenchmen for more than a century. It should also reveal that the people were not prepared to set up a new order after the old had been overthrown; therefore, true democracy was repressed and a new form of absolutism developed. The values of the unit are not fully realized if the pupils fail to sense that the Revolution was a struggle for principles, as well as an attempt to overthrow a given regime or government.

Chief Problems

1. What conditions were most responsible for the French Revolution?
2. What effect did the American Revolution have on the underprivileged in France? What effect did it have on such nobles as Mirabeau and Lafayette?
3. How were such writers as Voltaire connected with the French Revolution?
4. What factors may make for revolution at any time in any country? Are these factors appearing to any extent in our own country?
5. Are constitutional monarchies democratic? If so, how?
6. How much of the present stable government of France rests on the reforms of Napoleon?
7. What was the effect of the French Revolution on various other countries of Europe?
8. Which seems to you more important, the French Revolution or the Industrial Revolution?
9. In what ways are autocracy and democracy still fighting for supremacy?
10. What instances might be cited to show how the French principles of "liberty, equality, and fraternity" have found a permanent place in the hearts of nations?

11. What generalizations are justified by a comparison of the conditions preceding Napoleon and the conditions resulting in Hitler's ascension to power and Mussolini's march on Rome?
12. Why was England a foe of Napoleon?

UNIT XI. THE NINETEENTH CENTURY AND THE ADVANCE OF DEMOCRACY

The American Revolution and other revolutions which followed it were attempts to secure democracy and self-determination. The attempts aroused organized opposition in Europe, and autocracy persisted in some nations until the close of the World War. This unit should help pupils recognize factors which contributed to or impeded the advance of democracy. It should also reveal the relation of certain twentieth century problems to nineteenth century imperialism.

Chief Problems

1. What effect did the rule of the early Hanoverian kings have on the development of democratic tendencies in England?
2. What were the causes of the revolutions throughout Europe in the first half of the nineteenth century?
3. What differences are there in the democratic features of the government of Great Britain and of the United States? Which is more democratic?
4. How do the constitutions formed during this period compare with that of the United States?
5. What factors or conditions gave rise to socialism?
6. What effect did the growth of nationalism have on countries in various parts of Europe?
7. Is imperialism a logical outcome of nationalism? Why?
8. What were the chief motives for colonial expansion in the nineteenth century?
9. What gains were made toward a better understanding among nations by international congresses and other agencies during the nineteenth century?
10. What explanations can you give for the "White Man's Burden," "Manifest Destiny" type of rationalization of imperialistic policies?

11. To what extent was the American Revolution responsible for the flux of revolutionary movements that swept over the world?
12. Why were the members of the Austrian Empire weak in their efforts to gain independence? Can a corollary be drawn to make for a better understanding of present-day European affairs?
13. Was there a revolution during this period in which a secret organization played no part? Does America have secret political societies?
14. How did the personalities and characteristics of Mazzini and Garibaldi differ? Which of these men was more vital to Italian power?
15. Why do Italy and Germany desire colonies? According to past activities of the democracies, are they justified in their present stand concerning the expansion of Germany and Italy?
16. What did Bismarck accomplish for Germany? What were the ultimate results of his achievements and policies?
17. What was the "Dreyfus Affair" and why did it stir the world?

UNIT XII. THE WORLD WAR AND ITS RESULTS

A realistic study of previous units should reveal factors which led to the World War. In this unit a summary of the major causes should be attempted. The events of the war are relatively unimportant, although it is desirable to analyze the methods whereby more and more nations were drawn into the conflict. The Versailles Treaty is worthy of careful study, especially if the various motives back of it are scrutinized. Its effects should be noted. A unit on the World War should extend to the present since current problems are so closely related to the causes of the World War and the provisions of the Versailles Treaty.

Chief Problems

1. How did Elihu Root arrive at this statement: "It now appears beyond a possibility of doubt that this war was made by Germany, pursuing a long and settled purpose. For many years she has been preparing to do exactly

what she has done with a thoroughness and perfection of plans, and a vastness of men, munitions and supplies never before equalled or approached in human history. She brought on the war when she chose, in the belief she could conquer the earth, nation by nation”?

2. What prompted George Seldes in *THE FREEDOM OF THE PRESS* to say: “If a person is curious enough to look up the sayings and writings of certain persons opposed to the entry of the United States in the World War—and they range all the way from William Randolph Hearst to Eugene V. Debs—he will find that they alone among other issues raise the cry of commercialism. Money, they said, was taking us to war. Big business, they declared, wanted our entry. The international bankers, especially the fiscal agent of the Allies, John Pierpont Morgan, wanted us to join the Allies”?
3. Do you think Jane Addams, founder of the famous Hull House and authority on world peace, realized that less than a decade would find the entire world in armed conflict when she said: “He (the prophet Isaiah) predicted the moment which has come to us now that peace is not any longer an abstract dogma but has become a rising tide of moral enthusiasm slowly engulfing all pride of conquest and making war impossible”?
4. Does Norman Angell, outstanding authority on world affairs, hint that America will inevitably be drawn into a European war when he states, “That the interests of Americans are inextricably, if indirectly, bound up with those of Europe, has become increasingly clear as can be proved by the barest investigation of the trend of political thought in this country”?
5. Do you agree with Norman Angell when he writes, “We should not prepare for war; we should prepare to prevent war . . . The day for progress by force has passed; it will be progress by ideas or not at all”?
6. Is William Culbertson, American economist, correct when he comments: “Economic conflicts and divergencies of economic interest are perhaps the most serious and permanent of all dangers which are likely to threaten the peace of the world”?

7. What does Walter Lippman mean by the remark: "Whatever may be the truth about the loss or gain to a whole people, there can be little doubt that there is a real possibility of gain to a group of capitalists"?
8. Lord Loreburn, an Englishman, in viewing his country's entrance into the World War, declared: "When the most momentous decision of our whole history had to be taken, we were not free to act. We entered upon a war to which we had been tied beforehand in the dark . . . We went to war unprepared in a Russian quarrel because we were tied to France in the dark." (Russia, of which Serbia is a protectorate, was secretly allied to France, who was in turn secretly allied to England; Serbia had irritated Austria-Hungary by the assassination of the Archduke and his morganatic wife.) Do you think Lord Loreburn was justified in this criticism of his country?
9. Is Professor L. B. Jacks, editor of an English newspaper, more accurate than some in his conclusions when he philosophizes: "So long as civilization is based on material wealth, war is the inevitable outcome"?
10. The viewpoint of Lord Haldane, English ex-Secretary of War, is summarized in the following quotation: "The ultimate and real origin of this was a set of colossal suspicions of each other by the nations concerned." He also declared that the World War was brought about by competitions in exports, commerce, and industry; the rivalry of fleets; and the question associated with Africa (Morocco) and the Bagdad Railroads control. Is this reason more valid than the one given by Elihu Root?

THE WORK FOR GRADE TWELVE



PROBLEMS OF AMERICAN LIFE

This section, like the entire social studies program, has been prepared with several assumptions in mind. First, schools must develop individuals who can think about specific personal, social, and economic problems. Secondly, they must develop citizens who are concerned about the welfare of others and who can participate in programs which will lead to the improvement of the general welfare. Thirdly, they must assist pupils in the development of rich, many-sided personalities. Finally, it is assumed that the preceding outcomes must be sought directly. That is, they cannot be expected as concomitant outcomes, in classes which are concerned entirely with the facts of history. The units which follow are therefore planned to encourage concern about contemporary problems, to suggest things which pupils may do about them, and to develop individuals who are able to assume and enjoy social responsibility.

These unit outlines may be used as guides in the development of teaching-learning units. They may also be used as source materials by teachers who are developing a unified social studies program. It should not be assumed that the outline of a given unit exhausts that particular area as other problems and activities may be pertinent. Some schools may wish to adapt the materials for grade ten or grade eleven.

The wide scope of the units and their emphasis on current problems demand that libraries be stocked with excellent reference materials. If pupils have been buying textbooks individually, the practice may be substituted of pooling funds for the purpose of developing a selected classroom library, including a wide selection of current periodicals. The members of the social studies committee will suggest useful books and periodicals upon request.

The units are too comprehensive for one semester of work. Time limits have not been suggested. No attempt should be made to hasten through the course merely to introduce pupils to a wide variety of problems. If teachers wish assistance in the construction of additional units, they may secure this help by writing to the State Department of Education.

UNIT I. HOME AND FAMILY PROBLEMS

The following unit is suggested for a course in social studies for the high school which does not offer a course in homemaking. It is a non-laboratory unit on "Home and Family Problems" which may require from nine to twelve weeks. If it is included in a social studies course in a school which offers homemaking work, it should be taught by the home economics teacher. References are made herein to units as compiled in the bulletin, "Education for Home and Family Life," issued by the Colorado State Board for Vocational Education. This bulletin is referred to, in this unit, as the "Vocational Bulletin."

Objectives

This unit is intended to help pupils acquire

1. Appreciation of their part in home and family life
2. An understanding of some of the problems of home and family life
3. Attitudes of approval toward home and family life
4. An interest in, and appreciation of, the responsibilities of the individual and the home to the community
5. An interest in family life in which each member contributes to the happiness of others to the best of his ability.

Chief Problems and Suggested Activities

Problem I. What is the importance of the home and the family?

- A. Why should each individual contribute to the success of the home?
- B. What are some changes which have taken place in the family from its origin to the present time?
- C. What are the characteristics of a good home?
- D. How should the responsibilities of the home be distributed?
- E. What are some of the influences of the past which have affected the development of the American home?

Activities

1. Write an unsigned article on "What My Home Has Meant to Me." Read in class and discuss.
2. Make reports on family life of the following types:
 - a. Primitive family
 - b. Patriarchal family
 - c. Christian family
 - d. Colonial family
 - e. Modern family of other nations
 - f. Modern American family
3. Discuss the extent to which a good home accomplishes the following:
 - a. Gives a sense of security
 - b. Fosters affection
 - c. Develops the immature
 - d. Provides recreation
 - e. Conserves culture
4. List responsibilities of the various members of the family.
5. Show how the following forces affect home life:
 - a. Increased physical equipment
 - b. Improved communication
 - c. Improved transportation
 - d. Industry
 - e. Family personnel
 - f. Movies and radio
6. Debate, "Resolved: That present day forces affecting home and family life tend to make dissatisfied individuals."

Problem II. Since the family functions biologically by contributing to the production and development of life, by producing children under the natural laws of heredity, and by caring for the children and their development, what are the fundamental needs of the family to be studied and understood?

- A. What are the physical needs of the family?
- B. What are the mental and social needs of the family?
- C. What are the economic needs of the family?

Activities

- 1. Discuss the biological functions of the family.
- 2. List the physical needs of the family (including food, shelter, clothing, rest and sleep, health, etc.).
- 3. Discuss the mental and social needs of the family.
- 4. Discuss the economic needs of the family.
- 5. Make a chart showing the biological, physical, mental, social, and economic needs of the family.
(Note: Each teacher will decide for himself how much of the material on "fundamental needs of the family" will be considered in this unit.)

Problem III. Since good food is essential to the health and happiness of the family, how can we develop good food habits?

- A. What part does food play in maintaining good health?
- B. What factors influence the amount and kind of food one eats?
- C. What amounts of food and what kinds of food are necessary to meet bodily needs?
- D. Why should the food dollar be budgeted?

Activities

(For further activities, see unit in Vocational Bulletin, p. 57, on "Better Bodies from Better Food Habits.")

- 1. List ways in which good food habits may be developed.
- 2. Discuss likes and dislikes held by different persons for food.
- 3. Make a food picture chart showing body needs, foods to meet these needs, foodstuffs, and daily food requirements.
- 4. Look up your calorific requirement.

5. Compute calorific requirements for each member of your family.
6. Chart the food dollar of your family, showing what percent of the dollar is spent for various kinds of foods.
7. Discuss the utilization of food by the body.
8. Discuss division of the family budget. How much should be spent for food?
9. Discuss relative cost and nutritive value of foods.

Problem IV. Why is adequate housing essential to happy home membership?

- A. What is meant by the term "adequate housing"?
- B. What housing needs must be met for good individual and family development?
- C. What is ample space for good development of average families?
- D. When is it wise for families to rent homes and when is it preferable for them to own their homes?

Activities

(See Vocational Bulletin, p. 88, unit on "Family Management Problems." If the social studies teacher expects to develop fully the later unit, "America Seeks Better Homes," this section of the present unit may well be omitted.)

1. Make a list of housing needs.
2. Study floor plans of well-arranged and poorly-arranged houses.
3. Discuss room arrangements and area arrangements.
4. Discuss the arrangement of your own home.
5. Give reports on types of heating and lighting.
6. With the use of a score card, have each pupil score his home and plan improvements.
7. List the relative advantages and disadvantages of home rental and home ownership.
8. Debate, "Resolved: That home ownership is better than home rental for the average family."

Problem V. Since clothing is a fundamental need, what factors should be considered in order to have a suitable wardrobe for each member of the family?

- A. Are the majority of successful business people careful about their personal appearance?
- B. What do you consider a well-groomed man or woman?
- C. Since correct clothing has been listed as a requisite for good grooming, how much money must one spend for clothes in order to be well dressed?
- D. What points should be taken into consideration when we select clothing?

Activities

(Note: Refer to unit in Vocational Bulletin, page 44, on "Clothing Problems of the Family.")

1. Discuss how clothing is related to the following:
 - a. Health
 - b. Size
 - c. Complexion
 - d. Climate and living conditions
 - e. Personality
 - f. Care needed for upkeep
 - g. Amount of money to be spent
2. Have reports given on various grooming problems:
 - a. Care of hair, feet, nails, complexion, teeth
 - b. Posture
 - c. Clothing
3. Arrange a talk by school nurse, doctor, or businessman on "Grooming."
4. Discuss the amount of money to be spent for clothing for each member of the family.
5. Discuss the clothing portion of the budget.
6. Have each class member take a clothing inventory of his clothes and estimate the value of his clothing.
7. Discuss the amount to be spent for personal care and cleaning bills.

8. Figure the comparative cost of clothing for a girl and boy of high school age.
9. List the points to be considered in clothing selection.
10. Plan a field trip to clothing stores and have reports given in class on the pupils' experience.

Problem VI. Why is good health called an asset?

- A. What is good health?
- B. What determines our state of health?
- C. What health rules and practices should we follow?
- D. What is mental ill-health?

Activities

1. List five people you consider to be in good health.
2. Discuss physical ill-health, mental ill-health, and emotional ill-health.
3. Make a score card for health and well-being and check yourself.
4. List ways in which you can improve your environment.
5. List ten good health habits you possess. List health habits you think you should form in addition to these. Work out a plan of procedure for acquiring some of these habits.

Problem VII. Since home and community sanitation is related to health what are some community sanitation problems? How may they be solved?

- A. How should your food supply be protected?
- B. How can pure water be provided for your community?
- C. How can safe disposal of sewage be made?
- D. How do refuse and garbage menace a community?
- E. What is your responsibility for good sanitation in your homes and community?

Activities

1. Plan a score card to judge a market or grocery store.

2. Have groups visit and score stores in a community.
3. Look up the local milk laws.
4. Set up standards for judging milk supply.
5. Write a description of the method your community uses to supply pure water.
6. Arrange for a talk to be given by a local health officer or the school nurse on some phase of sanitation.
7. Write a criticism on sewage disposal in your community. Give suggestions for improvements.
8. Report on garbage disposal in your community and in neighboring communities.
9. Outline and plan for clean-up week in your community.
10. List ten responsibilities of the home for good sanitation.
11. Class debate, "Resolved: That this community should have a municipally supported garbage disposal plant."

Problem VIII. What are some social problems the family must meet?

- A. How shall a family spend its leisure time?
- B. How should a family express its hospitality?
- C. How can the educational needs of the family be met?
- D. What is adequate provision for books, magazines, and music for a family?

Activities

1. Make a list of ways of spending leisure time.
2. Plan a "family night."
3. Have a hobby day in which hobbies are brought in and reported in class.
4. Write formal and informal invitations and acceptances.
5. Have the class give some social function such as a tea honoring the mothers of the members.

6. Discuss and chart the various types of schools and their setup.
7. Determine the average cost in your community of sending a girl or boy to high school for a year.
8. Discuss and arrange an exhibit of magazines and books that would be of interest to the average family.
9. Make a list of magazines, books, etc., you would purchase for a family if given fifteen dollars annually.

Problem IX. How can the home function as a training center for the child?

- A. How can we, associating with children, help them grow into useful members of their family and community groups?
- B. What are the things that develop a child for a well-rounded life?
- C. What are every child's rights?
- D. What people or groups of people control the development of children?

Activities

(Note: Refer to unit in Vocational Bulletin, page 25, on "Mental and Social Development of the Young Child.")

1. Discuss indications of good mental health.
2. Read and discuss the Children's Charter.
3. Plan a visit to a pre-school or day nursery.

Problem X. Of what importance is the expenditure of the family income?

- A. How can the family income be made to cover the regular family expenses?
- B. How shall we determine the proportion of income that should be spent for various items?
- C. How do unbalanced expenditures affect family life?
- D. Why should the family save?
- E. How can the members of a family be intelligent consumer-buyers?

Activities

(Note: Refer to unit in Vocational Bulletin, page 82, on "Consumer Buying and Education.")

1. Plan your own expenditures for one month.
2. Plan the expenditures for your family for one week. Compare this plan with actual expenditures.
3. Plan a method for keeping household accounts.

Problem XI. What is the relationship of the home to the community?

- A. What part can we play in keeping our community a desirable place in which to live?
- B. What are the responsibilities of the home to the community?
 1. What is meant by being a good neighbor?
 2. What are the duties of a good citizen?
- C. What are some responsibilities the community has that the home is unable to assume?
 1. Educational responsibilities
 2. Protection
 3. Recreation
 4. Organizations to supplement home life

Activities

1. Discuss duties and necessity of practicing these duties.
2. Report on local laws such as traffic, school, juvenile and delinquency laws.
3. Inaugurate a "Better Driving Contest."
4. List the community projects in your town.
5. What additional projects could be sponsored to improve conditions?
6. List all the state organizations which have programs for child welfare.
7. Visit some state institution for children and compare conditions there with those of a happy home.

Problem XII. What are some satisfactory attitudes toward home and family problems?

- A. What should be our attitude toward the families of which we are members?
- B. What should be our attitude toward the family as an institution?
- C. What should be our attitude toward the establishment of a family?
- D. What are some problems one faces in relation to:
 - 1. Friendships
 - 2. Choosing a wife or husband
 - 3. Issues to be discussed before marriage
 - 4. Responsibilities of the husband in the establishment of a home
 - 5. Responsibilities of the wife in the establishment of a home?

Activities

(Note: Refer to unit in Vocational Bulletin, page 95, on "The Girl and Her Friends.")

- 1. Discuss:
 - a. Qualities which build friendships
 - b. Boy and girl friendships
 - c. Conventions and common practices of boys and girls.
- 2. Plan a class party or picnic in which the boys are the hosts and the girls the guests.
- 3. Use a question box for questions to be submitted unsigned by members of the class. Discuss these questions.
- 4. Debate, "Resolved: Married women should not work outside of the home for compensation." Have class members list the negative and affirmative points as a test for the question.

UNIT II. PEOPLE WHO WORK

Since the problems of labor and capital in our country have been greatly accentuated in the years since the Civil War, it is desirable that pupils understand the basic aspects of the problems involved in the progress of the Industrial Revolution, and its effects on the lives of workers and upon the organization of industry. The problems of the machine age are of such magnitude and significance that they threaten the very roots of democracy itself unless society solves them. Some of the more elementary activities should be omitted if it is obvious that they do not challenge the pupils.

Objectives

This unit is intended to help pupils

1. To understand how the machine age has complicated personal and social problems
2. To gain an understanding of the various problems which have grown out of these changed conditions
3. To realize the responsibility of each member of the social order for devising means of solving these problems for the benefit of society and the protection of the individual
4. To understand that successful solution of economic problems depends upon a knowledge of the factors involved, their implications, and the needs of society as a whole in relation to each problem
5. To gain an understanding of the manner in which the Industrial Revolution has caused conditions of labor to change
6. To gain an understanding of the relationship among government, industry, and labor
7. To gain an understanding of the common problems of labor all over the world

Chief Problems and Suggested Activities

Problem I. How has the Industrial Revolution changed ways of living?

- A. How have standards of living changed?
- B. How have conditions of work changed in the cities?
In the country?

Activities

1. Discuss the following:
 - a. How are your clothes different from those worn by boys and girls in colonial America?
 - b. Of what materials are your clothes made? Of what materials were their clothes made?
 - c. Who made the material in your clothes? Who made the material in their clothes?
 - d. Where did you buy yours? Where did they buy theirs?
 - e. Who made your clothes? Who made theirs?
 - f. How many dresses or suits do you have? How many did they have?
 - g. Make a list of all the foods you could go to the store to buy. How did the colonial boy get his food?
 - h. How is the food prepared in your home? How was it prepared in theirs?
2. Make a collection of pictures of a colonial home; of a pioneer home; of a home at the time of the Civil War; of a modern home and all its equipment.
3. Make a collection of pictures, comparing the work done by farmers in 1840 and the present.
4. Go through a beet sugar factory. Are the conditions there conducive to health, safety, and efficiency?
5. Get pictures of all the kinds of transportation in use 100 years ago and compare with pictures showing methods of transportation today.
6. Talk to some men who have worked continuously at the same trade for a number of years. Do they find working conditions better or worse than formerly?

Problem II. What labor problems have developed with the progress of the Industrial Revolution?

A. Why has there been increasing friction between employer and employee?

1. Capital

- a. What is the difference between capital and labor?
- b. What are the problems the capitalist faces in relation to:
 - (1) The employees
 - (2) The state and the national governments
 - (3) The stockholders
 - (4) The public

2. What are labor unions and their demands?

- a. What is a labor union?
- b. What caused labor unions to develop?
- c. What are the two large labor organizations in the United States today?
- d. How are the demands of labor today different from their demands fifty years ago?
- e. What conditions have made these demands vary?
- f. What is a company union?

3. What methods of settling labor disputes are used?

- a. What problems that cause trouble enter into the relationships between the employer and the employee?
- b. What interests do they have in common?
- c. Why do workers engage in strikes?
- d. Are strike-breaking policies ever justified?
- e. What interest in strikes does the public have?
- f. What methods for peaceful settlement of labor disputes do we have?

Activities

- a. Using the dial of the clock, illustrate the working day of the laborer of 50 years ago and now.
- b. Make a collection of biographies or pictures of the heroes of labor.
- c. Organize your class to plan for a school picnic, securing the consent of the faculty for the picnic, the program of entertainment, the food, etc. What advantages for gaining this goal would class organization give you?
- d. Make a chart showing the progress of labor organization in this country.
- e. Set up a chart showing the difference between the American Federation of Labor and the C. I. O.
- f. Write an article for the newspaper explaining whether improved machinery has been a blessing or a curse to mankind.
- g. Dramatize a good employer in conference with his employees and a bad employer in the same situation.
- h. Dramatize reasonable employees talking together and unreasonable employees talking together.
- i. Make a vocabulary of terms you consider of the most importance to a study of labor and capital relations.
- j. Prepare and present a panel discussion of the value or harm of a company union.
- k. Do the same for a company store.
- l. Discuss in a panel, "All labor would improve its condition by organizing."
- m. Make a list of the troubles a coal strike can cause your family.
- n. Make a list of the ways in which a strike in the automobile industry affects your family.

- o. Dramatize a conference between an employer and representatives of his workers in which the workers are making demands for a shorter working week and guaranteed year-round pay.
 - p. Divide the class into two groups; let one side write a newspaper article showing the public the view of the employer; let the other try to gain public sympathy for the strikers.
4. What are the problems of farm labor?
- a. What is the relationship between low prices for farm produce and low wages and high living prices?
 - b. What are the problems of seasonal and migratory labor?
 - (1) How many year-round workers does the average farm need?
 - (2) How many does the farm need during the busy season?
 - (3) How long does this "busy season" last?
 - c. What are the hours of work during this season?
 - d. What are the wages during this time?
 - e. What can be done about solving the problem of living for seasonal workers during times of unemployment?
 - f. How does seasonal employment cause migratory labor?
 - g. Would it be possible to do away with seasonal employment and migratory labor?
 - h. By what nationality groups is seasonal work usually done? How do you account for this?
 - i. Who should be responsible for the support of the seasonal worker during seasons of unemployment?
 - j. What are the problems of farm tenancy?
 - (1) What proportion of American farmers today own their own farms?

- (2) Why is farm tenancy a problem?
- (3) What does it mean to the population of the United States when such a large proportion of farmers are tenants?

Activities

- a. Make a graph illustrating the wages of farm labor, the sale price of the farmer to the factory for sugar beets, and the price the farmer and the worker have to pay for refined sugar.
- b. Using the yardstick, indicate the months of the year. On this show the period of employment and total wages received. Spread this amount out for the full year of living and see how much can be allowed for living in each month. Is it a living wage?
- c. Picture yourself as a farm laborer confronted with a choice between becoming a migratory worker or going on relief in your community. State the arguments for or against each side.
- d. Have a panel discussion on the problem of farm labor in Colorado and the relief problem.
- e. Debate the question: "Resolved, that the problem of the American farmer is such that it warrants special direct aid from the Federal Government."
- f. If the government is responsible for the support of the seasonal worker during seasons of unemployment, show how this comes back to the individual citizen. If industry bears the responsibility, how is the consumer affected? Which is the more democratic method?
- g. Prepare your solution in the form of an initiated measure to be voted on by the public at general election. Present both sides to influence public opinion.
- h. Make a map of your own community and lay off in one color the amount of land farmed by its owner. In another color lay off tenant-farmed land.

Problem III. What problems come from the uneven distribution of wealth? From poverty?

- A. What did the depression show regarding the extent to which wealth is distributed equally or unequally?
- B. From the time of the Industrial Revolution, how have some people become capitalists while others have become laborers?
- C. What is the difference in ownership in industry between that of the early 19th century and now?
- D. What causes of poverty are to be found within:
 1. The individual himself
 2. The industrial setup of the community
 3. The economic order
 4. The social order
- E. What cures have been suggested?
 1. How could modification of the present economic system help:
 - a. Better wages
 - b. More employment
 - c. Higher prices to the producer
 - d. Lower prices to the consumer
 - e. Less profits for industry
 2. Would radical change from the present economic system help:
 - a. State ownership of other land, natural resources, public utilities
 - b. Private ownership of personal property

Activities

1. Estimate the worth of your family estate; of the community as a whole; of some large industry in which you are interested. What conclusion can you draw as to the comparative values of industry and the community?
2. Graph the resources of ten of the largest corporations in the United States.
3. Make a bar graph showing how the wealth of the United States is distributed among the people.

4. Read the story of how some of the vast fortunes of the United States were built up.
5. Have a panel discussion contrasting the probable effects of state socialism as a cure for poverty with modifications of the present economic system as a cure. Which seems to be most consistent with our philosophy of democracy?
6. Report any newspaper or magazine articles you have read of profit sharing in large industries.

Problem IV. What problems come from unemployment?

- A. Why were so many employable people permanently unemployed in 1929 when the United States was at the peak of prosperity?
- B. How many people were unemployed when the depression was at its worst?
- C. How many are unemployed now?
- D. Throughout the history of the United States from the time of the writing of the Constitution, how has the problem of unemployment been dealt with?
- E. How are our methods of dealing with present unemployment different from methods used in previous panics and depressions?
- F. What explanation can you find why government and industry have so far not been able to solve the problem of unemployment?
- G. What may be the results if the problems are not solved?
- H. How are the moral character of the people and the traditional American qualities of personal worth being affected by the present unemployment and relief problems?

Activities

1. Draw a bar graph showing the status of unemployment from 1900 to the present.
2. Choose some industry and trace the effects on employment in that industry of the use of improved machinery.

3. In one column, make a list of the causes of unemployment. In the second column opposite each cause list a remedy; in the third column evaluate the success of the remedy.
4. See if you can find any relationship between the amount and kind of crime that occurs and unemployment.
5. Compare the size of the families of early America with families of today. What is the significance of this in relation to industry and unemployment? Is this a desirable condition?
6. Discuss in a panel the handling of the unemployed person before 1900, with the method of handling the problem of the unemployed today.

Problem V. How do women in industry cause problems?

- A. How many women are gainfully employed in industry in the United States today?
- B. What lines of industry are open to women?
- C. Where do you find the greatest number of women employed?
- D. What lines of work are practically closed to women?
- E. Why are so many more women working today than in 1900?
- F. How do the wages of women compare with wages of men in the same occupation? How do you account for differences when found?
- G. How do hours of employment and conditions of work compare for men and women workers?
- H. According to democratic ideals, should women be employed on the same basis as men?
- I. Why is society as a whole interested in the problem of women working?
- J. What are minimum wage laws? What good have they done? What harm?

Activities

1. Make a survey of your own community to find how many women are employed and in what occupations they work.

2. Chart the number of men, the number of women, and the number of children engaged in industry for the last ten years.
3. Debate the topic: "Married women should be excluded from gainful employment."
4. List the industries in which women would be indispensable because of the type of work required.
5. In a panel discuss the strong points and the weaknesses of minimum wage laws for workers generally.
6. Discuss in a panel why there should be special laws passed for women in industry if there is equality between the sexes.

Problem VI. What problems come from child labor?

- A. Follow the development of the Industrial Revolution to see how the problem of child labor was created.
- B. What reasons can you find for the persistence of child labor?
- C. How has education tried to eliminate the problem of child labor?
- D. What efforts has the United States Government made to eliminate child labor?
- E. What child labor laws have been enacted in Colorado?
- F. What child labor problem exists in Colorado?
- G. Would a good child labor law, strictly enforced, have an appreciable effect on adult unemployment and on wages?
- H. What forces in state legislatures and Congress seem to have controlled legislation in regard to child labor.

Activities

1. Make a chart showing the number of children entering school and graduating from high school and college in 1900 and now.
2. List all the kinds of work in your community that are done this year by people under 16. Is child labor a problem of your community?

3. Read the story of child labor laws that have been passed by Congress and Supreme Court decisions in regard to them. Read the story of the child labor amendment. Have a panel discussion on your findings, and explain why you think the United States still has inadequate control of child labor.
4. Find out if your state child labor laws are observed.
5. On a map of the United States show where child labor is the biggest problem, and explain these conditions.
6. Make a graph illustrating the ages of children engaged in industry in the United States and another graph showing the age of compulsory school attendance in the same states. What is the relationship?
7. Find out how many people under 16 are employed in Colorado and in what industries they are employed.

Problem VII. What problems come from occupational diseases?

- A. What diseases are due to occupations?
- B. Why do these occupational diseases exist?
- C. Are there ways of correcting these conditions?

Activities

1. From magazines and newspapers report stories of people suffering from occupational diseases.
2. Find what laws have been passed in an attempt to protect workers from occupational or professional diseases.

Problem VIII. What is the relation of the government to the labor problem?

A. The National Government

1. Up to 1929, what had been the traditional attitude of the government in relation to labor problems as shown in such examples as:

- a. The Adamson Law
 - b. The Pullman Strike of 1894
 - c. The Clayton Anti-Trust Law
2. How has the depression affected the relations of government and labor as shown in:
 - a. The N. R. A. (National Recovery Act)
 - b. The C. C. C. (Civilian Conservation Corps)
 - c. The Wagner Act
The N. L. R. B. (National Labor Relations Board)
 - d. The Social Security Legislation
 - e. The W. P. A. (Works Progress Administration) and P. W. A. (Public Works Administration)
 - f. The Wages and Hours Law of 1938
 3. Why does industry challenge the right of T. V. A. (Tennessee Valley Authority) to compete with privately owned business?

Activities

1. Gather newspaper activities about the government in business and conduct a round table discussion from the clippings.
2. Debate the topic: "Resolved that the government should own all means of production."
3. List all the improvements in your community and in your state that have been made possible through the expenditure of government funds.
4. Write in full the names of the alphabetical organizations of the national government designed to assist in solving the problem of the depression.
5. Collect magazine articles and pictures about the Tennessee Valley Authority.
6. Locate on a map all of the large dam-building projects which the government is financing.
7. Debate the topic: "Resolved that the Federal Government should take over and operate the essential industries now unable to meet present economic standards."

B. The State Government

1. What is workmen's compensation?
2. To what extent have the states provided for unemployment insurance?
3. What laws providing for adequate protection from industrial risks have states passed?

Activities

1. Make a list of the things you think Colorado should do to improve workers' conditions.
2. Find out the provisions of the Colorado Workmen's Compensation Law.
3. Read the Colorado Constitution to find what officers are provided whose work would show that the state tries to protect workers in industry.

Problem IX. What is the work of the International Labor Organization?

- A. What are the purposes of the International Labor Organization?
- B. What has it accomplished?
- C. What relationship is there between the United States and the International Labor Organization?

Activities

1. Make a list of problems you think would be common to workers in every country of the world. Does this indicate that an international labor problem exists?
2. Read a short history of the International Labor Organization.
3. Arrange to hold a Child Labor Congress by the International Labor Organization. Let different students present child labor conditions in his chosen country. Let the Congress draw up a set of resolutions recommending international action to protect children in industry.

UNIT III. HOW DO PEOPLE FORM OPINIONS AND BELIEFS

There seem to prevail throughout the United States provincial attitudes toward different racial, religious, and political groups. It should be the problem of education to replace these prejudices with a broadminded understanding of, and sympathy with, the viewpoint and interests of others. This problem in our country is comparable in many respects to the problem of minority groups in Europe. A requisite in a democracy is to have tolerance toward beliefs and ideas different from the accepted beliefs of the community or group.

Objectives

This unit is intended to help pupils :

1. To develop scientific thinking in regard to beliefs different from their own
2. To re-examine their own beliefs to see on what bases these rest
3. To develop a critical attitude toward things they read and hear with some proper standards for evaluating the material
4. To set up standards by which they may judge the beliefs of others
5. To realize that prejudices of all sorts grow out of a lack of understanding of backgrounds, and lack of reliable information about the problem
6. To understand how prejudice affects public opinion
7. To understand how prejudice affects our thinking in regard to racial and religious groups
8. To understand the agencies, conditions, and attitudes which encourage prejudices
9. To supplant emotional prejudice with reasoned understanding as a basis for action

Chief Problems and Suggested Activities

Problem I. What is the importance of the problem of racial prejudice?

- A. What are probably the most common racial prejudices in the United States?

- B. Where would racial problems be important?
- C. What reasons can you find for prejudice against various races?
- D. Do you find any good reasons for racial intolerance?
- E. Does racial tolerance mean that races should intermarry or mix socially?
- F. What is racial equality?
- G. Is racial prejudice consistent with democratic ideals?

Activities

1. Discuss these questions :
 - a. What is prejudice?
 - b. What are the reasons for prejudice?
 - c. What is the relation between prejudice and public opinion?
 - d. How is public opinion formed?
 - e. What is the influence of public opinion?
 - f. How can public opinion be changed?
 - g. Is public opinion always right?
 - h. What is propaganda?
 - i. What is the effect on public opinion of propaganda?
2. Write an original story to show how propaganda could be dangerous.
3. Find out what part propaganda played in helping the United States enter the World War.
4. Bring to class newspaper and magazine clippings which reveal propaganda.
5. Report on movie news reels and discuss whether some of the news shown there was propaganda.
6. Investigate the material written at the time of the United States' entrance into the World War.
 - a. How were objectors to the war regarded then?
 - b. How do we regard them now?
 - c. What conclusion can you draw?
7. Make a chart showing the elements of population in the United States.

8. Make a chart showing the racial and national groups of your community.
9. Report on a history of the Negroes in the United States.
10. Report on a history of the Indians in the United States after their contact with the white race.
11. List the contributions of each group to American culture.
12. Discuss in a panel the problem of a national anti-lynching law.
13. Make a list of people from races and national groups other than native Americans who have made valuable contributions to American progress.
14. Interview members of some immigrant group in your community to find out all you can about their beliefs, customs, and ways of living.

Problem II. What is the importance of the problem of religious prejudices?

- A. When has religious intolerance been most pronounced?
- B. What was the reason for this intolerance?
- C. What reasons can be given for prejudices against various religions?
- D. Should people of any religious denomination be denied the rights of citizenship because of their beliefs?

Activities

1. Review the history of religion in the United States.
2. Discuss how much of the custom of observing Mother's Day is due to propaganda. What kind of propaganda is it?
3. In a panel, discuss the feasibility of all religious groups in a small community uniting for religious work.
4. Describe Sunday in the New England colonies.

5. Report on the practice of witchcraft in the New England colonies. What evidences do we find of the same type of practices today?
6. Review the page of a Saturday or Sunday newspaper dealing with religious activities.
 - a. Note the variation in names of religions.
 - b. Select some you consider especially interesting and inform yourself regarding that religion.

Problem III. What is the importance of the problem of political prejudices?

- A. Which political party do you favor?
- B. What are your reasons for favoring it?
- C. What do you know about the beliefs of other political parties?
- D. What are the things a voter should take into consideration in marking a ballot in election?
- E. How do political parties make use of prejudices in a political campaign?
- F. How can a voter gain reliable information to use in voting?
- G. Is it desirable to affiliate oneself with a political party and vote a straight ticket regardless of qualifications of candidates?
- H. Which parties on the ballot would you not vote for?
- I. What are your reasons?
- J. What forms of government exist in European, Asiatic, and South American countries?
- K. Which of these forms of government do you favor? Which do you oppose? Why?
- L. Why should the Russian Government consider an advocate of democracy in its true sense as objectionable as Americans consider advocates of communism objectionable in our system?
- M. Why is there no opposition party in Italy and Germany?
- N. Do you think it is right to allow a communist to express his viewpoints in our democratic country?

Activities

1. Select an article from a magazine you consider reliable, and tell why you consider the article reliable.
2. From the newspapers over a period of a week, clip all articles of a political nature, and classify as to national, state, and local.
 - a. What do these articles seem to be trying to make you believe?
 - b. How many of these articles are written by people who could be considered authorities on the subject?
 - c. How many are expressions of opinion?
 - d. How many give all the facts or include the history and tradition back of the article?
 - e. Can you conclude that you can accept and be influenced by the article?
3. In two columns set out the political beliefs of the two major parties of the United States and make comparisons.
4. Look up the history of:
 - a. The Democratic Party
 - b. The Republican Party
5. Write to the Secretary of State at the state capitol for a copy of a ballot used in the last election. How do you think a good citizen would mark this ballot?
6. Listen to a political speech on the radio and decide how much of it is information and how much propaganda.
7. Collect whatever material you can on fascism or communism and evaluate for information and propaganda.
8. Read reports on wars and conflicts over the world. Do they appeal to your reason or emotion?
9. Evaluate a pep rally or a basketball game in your school for propaganda and thought.

Problem IV. What are some elements which build up and foster prejudices?

- A. What agencies in American society help to build up prejudices:
 - 1. Newspapers and magazines
 - 2. Radio
 - 3. Movies
 - 4. Speaker's platform
 - 5. Books and pamphlets
 - 6. Gossip and rumor
- B. What conditions help to build up prejudices:
 - 1. Difficulty of securing reliable information
 - 2. Withholding pertinent facts
 - 3. Misrepresentation in facts partially presented
- C. What attitudes foster prejudice:
 - 1. Lack of desire to get reliable information
 - 2. Suspicion of the new
 - 3. Inadequate informational and cultural background
 - 4. Influence of tradition

Activities

- 1. List the various types of propaganda which are found in any given newspaper or magazine.
- 2. Collect a series of advertisements and show how propaganda is used in them.
- 3. Collect examples of propaganda which will be beneficial. Collect examples of harmful propaganda.
- 4. Select editorials from a number of newspapers.
 - a. Do any of these editorials explain the whole problem?
 - b. Do they give the important part of the problem?
 - c. Are they written to inform you or to influence you?

5. Examine your own beliefs about religion, politics, and other race groups.
 - a. How many of them are due to tradition?
 - b. How many have you thought out yourself?

Problem V. What is the importance of scientific thinking as a basis for reliable judgment?

A. How do the following contribute:

1. Ability to get facts
2. Ability to get and use wide information from many sources
3. Ability to form and act on tentative conclusion subject to change
4. Ability to act from a basis of thinking rather than from a basis of emotion
5. Ability to recognize authority as opposed to mere opinion
6. Ability to recognize the motive back of information disseminated

Activities

1. Without having collected any information, discuss an important topic of the day, writing down the ideas and opinions expressed.
2. Then collect all the information you can find on that same topic. Study it.
3. Select those articles you consider reliable, those decidedly unreliable.
 - a. Study the historical background of the problem.
 - b. Discuss the whole problem again in the light of this research, again recording the ideas and opinions expressed.
 - c. What change do you notice?
4. Evaluate the two methods of discussion.
5. Has this activity been of value?

UNIT IV. CRIME

The pupil should become familiar with the magnitude of the problem of crime and be given an understanding of the underlying causes. The outgrowth of the work should be constructive thinking in regard to prevention of crime, a better social order, and the part of an ordinary citizen in such a program.

Objectives

This unit is intended to help pupils:

1. To recognize social problems and try to devise ways and means of meeting those problems
2. To understand the problem of crime as to causes, types of crime and criminals, methods of dealing with crime and criminals
3. To acquire a broader viewpoint and better understanding of the problem of human relationships
4. To develop a sense of personal responsibility for fellow citizens in their community
5. To realize the importance of a constructive program for themselves and their own activities

Chief Problems and Suggested Activities

Problem I. What is the importance of crime in your community?

- A. About how much is spent on crime in the United States annually?
- B. How does the amount spent on crime in the country affect you?
- C. What could you have which you do not now have if the amount of money spent on crime were spent in constructive ways?

Activities

1. Discuss the following:
 - a. Do you read the Dick Tracy cartoon in the paper?
 - b. What other stories and articles in the newspaper deal with crime and criminals?
 - c. What radio programs deal with the subject of crime?

- d. What movies about criminals have you seen lately?
 - e. Have these contacts had any effect upon you? Explain your answer.
 - f. Do you hear people around you discussing such problems as these?
 - g. Do daily papers and magazines lead you to believe that crime is of any great importance in our country?
2. Keep a record of newspaper accounts of crime for a week.
 3. Find out the crime record of your community, your state.
 4. Find out how the United States compares with other countries in regard to crime.
 5. Make a graph comparing the annual cost of education in the United States with cost of crime.
 6. Keep a record for a week of the laws you observe broken most frequently.

Problem II. What are the causes of crime?

- A. What is crime? Who are criminals? What is a delinquent?
- B. When and where do delinquency and crime occur most frequently in your community?
- C. What is the relation between leisure time and crime and delinquency?
- D. A slum environment helps to cause gambling, stealing, and other forms of crime. This is true for cities. To what extent is it true for rural communities?
- E. The gangs in the city are usually a bad influence for young people. Do you have gangs in your community?
- F. Are all the activities of the gang good for its members, or are some of them bad?
- G. In cities people sometimes resort to petty thievery to obtain the necessities of life. Are there people so poor in your community that they cannot live without relief? How can the community solve that problem?

- H. President Hoover said that his chief purpose as president was to help abolish poverty. What did he mean?
- I. Why may one be a criminal because he belongs to a certain family?
- J. What reasons do criminals have for thinking it is worthwhile to take the chances involved in breaking the law?
- K. What reasons keep people from committing crime? Why should you not steal?
- L. Do you think the movies put criminal ideas into some people's heads?
- M. How do shyster lawyers protect the criminal and keep crime in existence?
- N. What acts are committed now by students you know which might lead to more serious offenses later?

Activities

1. Make a chart or illustration showing what the causes for crime really are.
2. Trace step by step the development of a juvenile delinquent.
3. List means of preventing crime.
4. To what extent is bad housing an important factor in producing crime in cities? To what extent is the same true in rural communities?
5. List ways in which the ordinary citizen can help prevent crime.
6. Collect pictures of conditions which help make criminals.
7. Discuss conditions in your own community which help to cause crime.
8. Make some illustration or graph showing the proportion of criminals that are juvenile delinquents.
9. Read all reports you can find as to causes for crime.

Problem III. How are crimes and criminals classified as to type and nature of offense?

- A. Is the criminal different from other people?
- B. Who is the criminal as to his position, social, educational, and economic, and as to race, age, sex?
- C. Are criminals born or made?
- D. How can lack of self-control cause one to become a criminal?
- E. Why is the habitual criminal the most serious offender with whom to deal?

Activities

- 1. Bring in clippings from newspapers and magazines which will illustrate the types of crimes.
- 2. From newspapers and magazines see if you can build up a picture illustrating the type of people who are engaged in crime.
- 3. List acts that show lack of self-control. Star those which might indicate criminal tendencies.

Problem IV. What are the methods of dealing with crime and criminals?

- A. How can justice fail to function?
- B. What criminals are never apprehended?
- C. In what length of time after the crime is committed is the offender brought to trial? Does this have an important bearing on the case and the criminal?
- D. What does it do for society?
- E. How have criminals been punished in the past?
- F. What was the philosophy as to the cause of crime and the treatment of criminals?
- G. What are the modern methods of treating criminals?
- H. What is the philosophy back of these methods?
- I. Should all prisoners be treated alike?
- J. What sentences can a judge use to fit the punishment to the criminal's circumstances?

- K. To what extent is every citizen responsible for preventing crime?
- L. Could crime be completely eliminated?
- M. Do you think speedier trials and conviction would discourage crime?
- N. Do you think movies put criminal ideas into people's minds?

Activities

1. Explain fully how our system of prosecution—trial, witness, defense, jury, and sentence is carried out.
2. List and describe the work of the penal institutions of Colorado.
3. If possible, visit the prison to which criminals from your community are sent. Do you consider that modern methods are being used in this prison? Could you suggest any desirable changes?
4. Make an outline for an effective crime prevention program for your community.
5. Write an editorial for the local paper telling what you think should be done for young people of high school age in your community to discourage juvenile delinquency.
6. After your study of how we deal with criminals, write your suggestions of necessary corrections which Colorado needs to make to help the criminal become a useful member of society.
7. An employer stated that he would not employ an exconvict in his factory under any circumstances because modern prison methods ruin any man subjected to them. Discuss his point of view.
8. If one has become a criminal, how can it be made possible for him to find his way back to the position of a respected and useful member of society?

UNIT V. CONSERVATION IN A DEMOCRACY

Throughout this unit it should be remembered that conservation is **wise use**. Wise use means use in harmony with natural and economic laws. The balance of nature must not be jeopardized by the destruction of forests or the unwise cultivation of grasslands. From an economic standpoint there should be no "killing of the goose that lays the golden egg." It should be emphasized that land is the common factor in all natural resource use. In other words, the problem of conservation may be reduced to the problem of land use.

The study of conservation in a twelfth grade course should put major emphasis on the basic problems. The student should not continue with the kindergarten idea that conservation is "woodman spare that tree," picking no wild flowers, or keeping off the grass. Adequate attention should be given to those social, political, and economic problems which affect all people. Public and private responsibility need to be clarified. The early rapid exploitation of our resources led to the mushroom growth, expansion, and prosperity of the state and nation. From the first adventurous hunter, trapper, and explorer to the latest settler, the motive has been one of seeking natural resources which could be turned to private benefit. We are where we are today because of our past use of resources—both good and bad. Now we are faced with the valuation of the past in the light of present day needs, and on this basis we must reset our course.

Colorado has vast natural resources. The careless exploitation in some areas and the dependence of the people on these resources make conservation of paramount importance. The study of distribution of population in Colorado reveals strikingly the dependence of man upon natural resources. Some areas are sparsely populated because natural resources are meagre. Other areas have a relatively dense population because they benefit from the natural resources which they contain or which lie in adjoining areas.

We have lived in this country for 100 years in the belief that its resources should be exploited for private gain, and for 300 years in the belief that our resources were inexhaustible. There is a challenge to correct this viewpoint and to train our people to recognize and evaluate the real situation, and to act intelligently and unselfishly for the conservation of the remaining resources.

Objectives

This unit is intended to help the pupils to acquire:

1. An understanding that the conservation of human resources is dependent upon the conservation of natural resources
2. An understanding that the maintenance of civilization depends not on man's conquest of the earth but upon his entering into harmonious relation with the earth
3. An understanding that man's use of natural resources may be beneficial or destructive to his interests, depending upon his use of intelligent management
4. An understanding of the factors that have led to the depletion of our natural resources
5. An understanding that over a period of time there is no conflict between public and private interests, since sustained yield on forest lands, grazing lands, and farm lands is to the permanent advantage of private interests as well as public interest
6. A realization that an enlightened and favorable opinion and intelligent support of conservation laws and practices are necessary for an adequate program of conservation
7. A realization of the necessity for cooperative action between apparently conflicting interests in the mutual use of natural resources
8. An attitude of fair play with all outdoors, the community, and the state, and a sense of the personal and social responsibilities involved in safeguarding the natural resources

Chief Problems and Suggested Activities

Problem I. In which of the three main types of land use areas (the dry land, irrigated, or mountain forest and range area) in Colorado are opportunities greatest?

- A. What is conservation? How does it differ in the three type areas of the state?
- B. How have the people and their institutions in these areas fared? What is the status of each region?

- C. Have the attempts in the use of land in the different areas always been consistent with the nature of natural resources in those areas and the proximity of the areas to markets?

Activities

1. Ask the class in which part of the state they would rather live. List on the board the reasons given. Associate their choices with the relative abundance or shortage of natural resources of the different areas, and discuss whether these resources are being exploited or conserved.
2. Ask students to give examples of conservation activities they have seen or read about. Allocate these to the three type areas of the state. Then attempt to develop a broad concept of conservation by bringing out some of the points in the overview.
3. Compare types of original vegetation and animal life with present-day types in each area.
4. In which area of the state is the natural balance upset the most? What are some of the indicators as to whether or not man is working in harmony with nature in an area?
5. Make charts to show population changes, tax delinquencies, amount spent per pupil for schools in different areas of the state.

Problem II. What are the relationships between various forms of natural resources which must be correlated in the practice of conservation?

- A. How does the answer to the above question call for joint planning and compromise of conflicting interests?
- B. What is the relationship between individual and community responsibility in the discharge of the social obligations of conserving the state's resources?
- C. What are the responsibilities of the private owner and the public in the conservation of our renewable natural resources?

- D. To what extent should private land owners be held responsible for the use of their lands or of the resources under their control so as to conserve them for posterity?

Activities

1. Ask the students to seek out local illustrations of failure and success in harmonization of the use of natural resources.
2. Study what has been, is, or still needs to be done in the correcting of local conservation problems such as eroded areas, reforestation of denuded areas, water storage, flood control, restocking of wild life and fish, revegetation of abandoned fields and ranges and the like.
3. Outline the widening zone of influence which results from the successful harmonization of the use of a resource covering broad, natural or biological factors, social or human factors, and economic or commercial factors favorably or unfavorably affected.

Problem III. How are the problems of the **dry land** area different from those of other areas?

- A. What problems are related to land and grass in dry land areas?
1. How should the rancher manage his lands to maintain their productivity?
 2. What should be the major land use?
 3. What are the indicators of land abuse and misuse?
 4. Which disturbs the natural balance least, grazing or tillage?
 5. How did wrong use come about and why does it continue?
 6. What practices can be used to prevent soil erosion? To restore eroded land?
 7. How much of the cost of restoration should the owner, the renter, and the public be responsible for?

Activities

1. Interview ranchers, the county agent, and vocational agriculture teacher to find out their opinions as to relative portion of a ranch that should be used for grazing, for small grain, hay and inter-tilled crops.
2. Visit fields that have been conservatively grazed and others that have been overgrazed, fields that have been properly and others that have been improperly tilled.
3. Examine pictures showing similar results.
4. Report on the expansion of wheat acreage during the World War and the difficulties of decreasing the acreage later.
5. Compare farm management records of various farms in this area. (See State College bulletins).
6. Draw up a set of recommendations for ranching on the dry lands.
7. Observe activities of various federal and state conservation agencies.
8. Collect pictures of contour plowing, strip cropping, regular listing, basin listing, shelter belts, range management, and other recommended practices.
9. Determine approximate silt carrying capacity of local stream at various flood stages. Use approximate formulae.
10. Determine maximum field grades or slopes for local soils which can be tilled without danger of sheet erosion or of washing.
11. Determine proper ratios for strip tillage between area cultivated and area remaining in some form of permanent vegetative cover.
12. Determine ratio between height of wind break and horizontal distance for which it is effective in preventing wind erosion, holding snow on fields, etc.

13. Determine economic factors which make various ratios of pasturage, hay, meadow, small grains, and inter-tilled crops desirable for local stock raising, for dairying, etc.
 14. Find out what help is given by various government agencies and what the farmer has to do to get this help.
 15. Find out what is being done to encourage putting this land back in grass.
- B. What problems are related to water in dry land areas?
1. Why is water the controlling factor in land use in this area?
 2. Why is this land not irrigated?
 3. Why is this soil a naturally rich soil when water is available?
 4. How does wind velocity affect evaporation of water and blowing of soil?
 5. How can rainfall be best conserved?
 6. Are wells and pumping practicable for irrigation?
 7. Are storage ponds, stream dams, etc., economically feasible or practical in this area?

Activities

1. Examine and make topographical and rainfall maps.
2. Visit small dams in the area to find uses being made of the water.
3. Make borings or examine soil profile in road cuts to find depth of dark soil.
4. Make charts showing distribution of annual rainfall.
5. Perform simple experiments to illustrate.
6. Look up data on evaporation and soil carrying capacity of different wind velocities.
7. Determine moisture-conserving practices such as contour plowing, mulching, manuring, use of shelter belts, maintenance of vegetative cover, storage ponds, etc.

8. Determine how and why each conserves water and where and when (season of the year) applicable. Discuss advantages and disadvantages of the different methods of conserving soil moisture.
9. Investigate local ranches that are using wells for irrigation, if practicable. Compare advantages and disadvantages, including costs and effect on water table.
10. Visit storage ponds, dams. Discuss their possible effect or value.

C. What problems are related to trees in dry land areas?

1. Should the ranchers try to secure some of the benefits of trees through shelter belt plantings?
2. Is there evidence that trees can be made to survive in the area?
3. What benefits can be expected? What should not be expected?
4. How can the requirements of tree growth be met? How can moisture be made available and protection be provided?
5. How shall the soil be prepared and planting be carried out? Where shall the trees be obtained?
6. Where shall the planting be made? What species should be used and how arranged?
7. Can the development of a shelter belt be made to pay financially or otherwise?

Activities

1. Make a survey of wood lots, shelter belts or other farmstead plantings of trees in the community to determine pertinent information for the solution of the problems; why some have been able to raise trees on the plains while others have not; how long trees may be expected to live; whether they can be depended on to reproduce themselves. Investigate or observe points on a check list previously made out.

2. Discuss reasons why trees do not grow naturally on the plains.
 3. Discuss the advisability of field shelter belts as well as farmstead shelter belts.
 4. Ask farmers and county agents how and why crops, livestock, and other farm enterprises are affected by shelter belts.
 5. Make a sketch of a cross-section of a shelter belt and show by arrows how wind velocity is affected.
 6. Make a collection of pictures of shelter belts to show their important characteristics and their effects on crops.
 7. Take pictures of shelter belts and protected crop areas, illustrating the effect of the windbreak at various periods of the year.
 8. Plan and plant a school grounds windbreak.
 9. Plan and plant a shelter belt at home.
 10. Discuss to what extent ranchers should be assisted by the public to encourage such plantings.
- D. What problems in cooperation exist in dry land areas? What do government agencies do to assist the rancher in developing a shelter belt?

Activities

1. Find out what the federal and state governments have done in the past and are doing today to encourage tree planting on the plains.
2. Write the Extension Forester, Fort Collins, and the Forest Service, Denver, for information.

Problem IV. How are the problems of the **irrigated** area different from those of the other areas?

- A. What problems are related to water in the irrigated areas?
1. How can the rancher in this area be assured of a continuous and adequate supply of water?
 2. What conditions can man control on watersheds?

3. How do different industries on a watershed affect flow and usefulness of water?
4. To whom does the watershed belong? The water?
5. What are the advantages and disadvantages in publicly owned watersheds?
6. Are there any restrictions to use of water by those with prior rights?

Activities

1. Find out where the water comes from.
 2. Make graphs of yearly precipitation and the seasonal distribution of the precipitation for the irrigated area and the watershed from which the water is obtained.
 3. Find out how forest fire affects stream flow.
 4. Find out how forests may be managed to maintain or increase water holding capacity.
 5. Find out what work and research is being carried on to improve watersheds in Colorado.
 6. Find out how different kinds of mining, lumbering, grazing, and power development affect the water supply for irrigation.
 7. Report on major court decisions on water rights.
 8. Find out how much of Colorado's watersheds are publicly owned.
 9. Talk with water users.
 10. Examine water leases to find out conditions for usage.
- B. What problems are related to land in the irrigated areas?
1. How does the texture of soil (physical make-up, dependent primarily on size of particles) affect the soil's adaptability for irrigation?
 2. Which is worth more per acre, the irrigated land or its watershed area?

Activities

1. Perform simple experiments with soil and water. See a soils or general agriculture textbook.
 2. Find out how drainage is provided and why necessary.
 3. Look up tax assessments. Make a chart to indicate the interdependence of these land values.
 4. Explain how water makes these lands interdependent.
- C. What problems are related to trees in the irrigated areas?
1. Why does the farmer of the irrigated area need trees on his ranch as well as the distant forested watersheds?
 2. Should more land be brought under irrigation? Which are more important, dams or forested watersheds, for insuring irrigation water?

Activities

1. Compare tree growing in the irrigated and the dry-land areas.
 2. Find out how trees protect irrigated crops from blowing sand and hot winds.
 3. Find out number of acres of watershed in Colorado used for irrigation water supply and for how many acres. Find number of dams, their total capacity, and acres of irrigation capacity. Find out how forests help dams.
- D. What problems in cooperation exist in the irrigated areas?
- In what ways do public agencies assist the irrigation rancher?

Activities

Make a list of the federal and state agencies that directly and indirectly aid the irrigation farmer and indicate how they help.

Problem V. How are the problems of the **mountain forest** and **range area** different from those of other areas?

- A. What problems are related to forests and grasses in the mountain forests and range areas?
1. What are the social and economic values of Colorado's forests?
 2. What is the role of forest litter and grass in watershed protection?
 3. How do fire risk, interest charges, real estate taxes, the distance of forests from the centers of greatest lumber consumption, the threat of storm, forest insects, and diseases tend to cause wasteful exploitation by the private owner?

Activities

1. Make graphs to show comparative importance of watershed protection, grazing, recreation, timber, wildlife production. (National forest receipts are a suggested measure for some of these items.)
2. Make charts to show employment in forests and forest industries in the state.
3. Find out how timber may be purchased, a home site secured, or other use privilege obtained on a national forest.
4. Make similar graphs and charts for the United States as a whole.
5. Find out the biological and social differences between a park and a forest.
6. Find total acreage of forests in the state; divide as to public and private ownership.
7. Look up forest fire insurance rates, if available, forest land tax rates; compute carrying charges for a 1,000 acre tract of timber for 50 years. Compare cost to increased value of timber during the period. (Make a problem.)
8. Make a map of the United States showing the areas of greatest lumber production and consumption, and discuss the effect of this situation on lumbering practice.

9. Report on annual losses due to forest fire, disease and insects, making charts to illustrate.
 10. Discuss reasons a private timber owner does not reforest but usually abandons the land after cutting it.
- B. What problems are related to land in the mountain forests and range areas?
1. To what extent does use of a forest area for one purpose call for adjustment for other uses?
 2. What direct effect does the proper management of Colorado forest lands have on schools?
 3. How do trees live together as a community?
 4. How can varying types of forest growth be managed for a sustained yield?
 5. How can utilization of timber in forest lands be reconciled with other uses and values of forest areas?

Activities

1. Make a table to show forest use relations. Along the top and down the left side put the lists of uses, then fill in the table to indicate whether the uses are (1) in direct conflict, (2) have a small amount of interference, (3) can be made simultaneously without interference.
2. Find out about the proposal for a Colorado State Forest of School Land.
3. How shall the Colorado State Forest of School Lands be managed when the unit is finally set up?
4. Ask a forest officer to discuss how management plans are set up for forests.
5. Discuss the importance of surveys to find out the nature of a forest area, as the first step.
6. Bring out by field trips, study, or observation the fact that some trees can live in the shade and that others demand direct sunlight. Compare the ground cover, litter, and duff in the forest with that in the open.

7. Note the location of young trees, thrifty trees, and old veterans in the forest cover. Point out the relationships of dominant trees and of stunted or suppressed trees.
8. If practical, visit a plantation or an even-aged stand of timber, and compare the relationships in this type of forest growth.
9. Discuss the problems of varying management so as to secure a sustained yield from even-aged stands, from all-aged, or selection stands of timber. Discuss as a biotic problem.
10. Explain and discuss the principles of sustained yield as applied to a small area (say farmer's wood lot) as an economic problem, and then broaden the concept to extend to a forest of thousands of acres which might support a lumbering community. Bring out the fact that biotic laws of tree growth must be correlated with economic and social needs.
11. Explain and discuss the multiple or co-ordinated use idea. Point out use of logged lands of eastern forest area for hunting, fishing, and recreation.
12. Study wild life requirements for shelter, food, etc., as related to various types of forest growth. Study forage production on forest lands in cut-over, immature, and old-age stands.

(Note: Where practicable or available, a field trip could be worked out with a forest officer for first-hand study of the above problems. A trip or trips might be arranged to visit a timber sale area and sawmill, a recreation unit, pasture permit, or range allotment, etc.)

- C. What problems are related to water in the mountain forests and range areas?
 1. How can the Colorado forests be managed to maintain the primary purpose of watershed protection and also be available for other uses?

2. What are the advantages and disadvantages of private ownership of forested watersheds as compared to public ownership from the standpoint of water rights?

Activities

1. Find out the estimated value of forested watersheds as sources of water for cities, irrigation, power, and other uses.
2. Visit forest areas and find what is being done to improve the effectiveness of the forests for watershed purposes.
3. Find out how most of Colorado's forests are managed and how this came about.
4. Compare Colorado with the United States as a whole and with other forest regions as to what has happened to forests and the comparative areas of public and private ownership.
5. Test the water-holding capacity of a box of forest soil and duff with a box of field soil in the laboratory. Note the condition of the water that drains from each.
6. Observe and discuss the catchment of moisture and withholding of it from the soil by tree crowns.
7. In the spring of the year, observe and compare the disappearance of snow from the openings with that in nearby timbered areas. Compare the moisture content or relative drying out of the soil in the two places.
8. Discuss the effect of forest in retarding evaporation, wind movement, etc.
9. Discuss the relative value of a dense forest or an open forest, an old forest and a young forest for watershed protection purposes.

(For information of the instructor, it may be well to note that there is little difference of the value of forest cover for watershed purposes on an age basis, except in the very young seedling and small sapling-age classes. There is a difference in the

density of the forest. A dense forest growth prevents a considerable percentage of rain and snow from reaching the ground. Therefore, a moderately open forest growth that retards wind and sun evaporation, and yet offers a minimum of obstruction to the passage of precipitation to the ground and at the same time maintains the forest floor and soil in a water absorptive condition is the ideal situation.)

- D. What problems in cooperation exist in the mountain forests and range areas?
1. What responsibility does the forest owner have to the irrigation farmer, mining and power companies, and cities?
 2. How do flowing water and roving wildlife break down property lines of responsibility?
 3. To what extent should the public assist a private owner in protecting his forest from fire, insects, disease, and practicing other conservation measures?

Activities

1. Compare performance of public and private owners in respect to this responsibility.
2. Find out to whom water and wildlife belong. In whose custody are they?
3. Find out what state or federal aid is now given the private forest owner, what he must do to secure this cooperation. How can this aid be justified?

Problem VI. What type of conservation program is best adapted to a democracy?

- A. What is the basic reason for conservation of natural resources?
- B. To what extent can the wise use of natural resources contribute to the social and economic welfare of the people of the state?
- C. How does wasteful exploitation of natural resources affect people?

- D. What is the basic natural resource?
- E. Should all submarginal land become public property?
- F. May a landowner do just as he pleases with his land?
- G. Why can the public owner often afford to practice conservation when the private owner cannot?
- H. What are the advantages and disadvantages of mutual control by owner groups, federal and state regulations, and federal and state cooperation with owners?
- I. Discuss which of these three forms of control or combination of them should be used to effect conservation in this country.
- J. How far can the people of the state go in safeguarding the natural resources?

Activities

1. Look up the history of the conservation movement. Compare early attitudes toward conservation in Colorado with present attitudes.
2. Find out what has happened to the people in areas where conservation has not been practiced.
3. Make a map of the United States indicating areas where the natural resources have been liquidated. What happens in the countries short on natural resources?
4. Give the meaning of such terms as "cut-out-and-get-out" "ghost towns," "high grading," "submarginal land," "denuded areas," "burned-over areas," "devastation," "wasteful exploitation," "tax delinquent land," "liquidation"?
5. Find out how timber is purchased on the national forests. Study blank contract forms.
6. Draw a sketch to show the dependence of other natural resources on the land.
7. Make a table with the list of all natural resources across the top and down the left side and fill in table to indicate the impact of the resources upon each other.

8. Define submarginal land. Why do the counties, states, and federal government own so much of this quality of land?
9. Study a map of the state showing tax delinquent lands.
10. Find out how the Homestead, Timber and Stone, and Swamp Land Acts led to present problems of conservation.
11. Look up laws on rights of a landowner with respect to water, wildlife, minerals, in and on his land.
12. Make lists of the values a private forest owner may obtain and those to be derived by the public owner.
13. Compare our present conservation policies with those in European countries.
14. Discuss which of these three forms of control or combination of them should be used to effect conservation in this country.
15. Become familiar with the Colorado Soil Conservation District Law and visit some of the Soil Conservation Districts.

UNIT VI. FINANCIAL SUPPORT OF PUBLIC SERVICES

Since all public institutions are necessarily supported by taxation, the student should gain the fundamental understandings necessary for intelligent discussion of the whole problem of financial support of the services which the people need or may desire their government to render.

Objectives

This unit is intended to help pupils acquire:

1. An understanding of the necessity for taxation in government
2. An appreciation of what the government does for the citizen
3. An understanding of the characteristics of a good tax system
4. An understanding of the problems involved in the collection and distribution of taxes

5. An appreciation of their own obligation in the problem of securing a just system of taxation

Chief Problems and Suggested Activities

Problem I. Why is taxation necessary?

- A. What services are performed for the citizen by the local government?
- B. By the school district?
- C. By the state government?
- D. By the national government?

Activities

1. List the services you get in your community that are supported by taxes. Which of these services would you be willing to give up?
2. Estimate how much your high school education would cost you if your family had to pay for all of it.
3. How much would a mile of paved road cost if members of the community had to make their own roads?
4. Estimate the cost if you had to build your own irrigation system to bring the water down from the mountains for your farm.
5. How much would be added per month to your electric light bill if you had to keep a light burning in front of your house all night to take the place of street lights?
6. Estimate the amount of arable land in the community that is not being cultivated. What reasons are there why farmers do not cultivate all their land?
7. Does the three-cent stamp alone on a letter from New York make it possible for the mailman to deliver it to you?
8. How much would it cost you and your neighbors to take care of the old people in your community who can no longer support themselves? Of the unemployed?

9. Figure out the total tax bill your family pays in a year. How does this compare with the total amount of money spent by the year for the services rendered your family by government.
10. Make a list of the ways in which the offices in the Statehouse in Denver are of use to you.
11. By a graph, show what each automobile tax dollar is spent for. What services in your community would be cut down if no such taxes were paid?
12. Make a diagram showing what part of a cent a mill is; another showing what part of a dollar a mill is.

Problem II. What is the authority for taxation in local and school governments? State government? National government?

Activities

1. List the bodies that have the right to tax in the state, the county, the school district, municipality, irrigation drainage district.
2. Make a diagram showing what part your parents have in making tax laws for Colorado.
3. What limitations are there in Colorado's constitution on the taxing power of the General Assembly? Of the county? Of the school district? Of the municipality?
4. What limitation is there on Congress' power to tax?

Problem III. How do we pay for local government services? State? National?

Activities

1. Visit your county seat and secure copies of forms used in the collection of taxes.

Problem IV. To whom does your family pay taxes?

Activities

1. Ask your county treasurer to speak to the class on the problems involved in taxation in your county.

Problem V. What are some theories of taxation?

Activities

1. Report to the class what you consider a fair basis for taxation.
2. List the characteristics of a good tax.
3. To what extent does our present system embody these characteristics? Discuss.
4. Make a graph to illustrate the basis of taxation in Colorado.
5. What is the present system of distributing taxes in Colorado? How could it be improved?

Problem VI. What is the budget system? How are government budgets different from those of the individual?

Activities

1. Get copies of the budgets for state and county, and report on changes which you would make in them.

Problem VII. What are some of Colorado's tax problems?

Activities

1. Make a graph to illustrate the bases of taxation in Colorado.
2. List all kinds of taxes levied in Colorado and show the good characteristics of each.
3. Find out what our present system of distributing taxes is. How do you think it could be improved?
4. Make a graph illustrating the distribution of the whole tax dollar, especially of the property tax.
5. Criticize recent proposals to change our taxing system.

UNIT VII. EARNING A LIVING

Since earning a living and filling one's place in life satisfactorily and happily is one of the main objectives sought by each individual the vocational problem is paramount in the life of each person.

Objectives

This unit is intended to help the pupil:

1. Understand himself and recognize his abilities
2. Understand the personal qualities, attitudes, and skills essential to success in his vocational field
3. Gain a broad view of the vocational fields and learn the possibilities and limitations in these fields
4. Develop an appreciation of the worth and satisfaction in a task well done
5. Develop an appreciation of one's service to the world
6. Develop the recognition that careful planning and execution of these plans are necessary to personal satisfaction

Chief Problems and Suggested Activities

Problem I. Why is work necessary?

- A. Why do your parents work?
- B. Are they doing what they planned twenty years ago? Why?
- C. What work do you do now?
- D. What does your job now have to do with your future job?

Activities

Write a paragraph telling what kind of person you want to be twenty years from now; what you will be doing; what you hope to have.

Problem II. In what ways are personality and character related to vocational success?

- A. Is it possible to change one's personality? How can one develop traits of character?
- B. Is any one trait more important than others?
- C. Are there any traits more important than others?
- D. Do you get along with people easily?
- E. Can you carry out a task to completion even though it is tedious at times?

Activities

Write a list of ways in which you can now be developing the character and personality traits you will need for success in vocational life.

Problem III. How can I learn to know myself?

- A. What are my interests?
- B. What are my abilities?
- C. What are my disabilities?

Activities

Study a personal analysis chart and analyze yourself.

Problem IV. What are the fields of occupation?

- A. What fields of occupation are found in our country? In Colorado?
- B. How can we classify fields of occupation?
- C. What are the general qualifications required in each?
- D. Which fields are limited? Why?
- E. What fields are you most interested in? Why?

Activities

1. Appoint committees to study respective groups of occupations.
2. Have some successful members of your community come and speak to the class.
3. Study the want-ad sections in your daily or weekly paper for one month and see what are the vocational possibilities in your community or nearby city.

Problem V. What occupation should I follow?

- A. Where do I seem to fit into the picture?
- B. Should I choose a "white-collar" job? Why?
- C. What are the specific educational requirements of my vocation?
- D. What are the expenses involved in preparation? Can I meet these?
- E. What is the length of time needed for preparation? Have I the necessary patience?
- F. What is the expectation in financial returns?
- G. What can be the expected satisfaction other than financial?

- H. What are the opportunities for advancement?
- I. What are the possibilities in related fields?

Activities

1. Make a study of the life of a successful man in your field.
2. Get catalogues of technical, professional, or other vocational schools.
3. Get copies of civil service examinations for the United States and state governments.

Problem VI. How should a person go about seeking a position?

- A. Where should one look for a vacancy?
- B. How should one apply?
- C. Is there an interview technique?

Activities

1. Demonstrate the technique of applying for a job with some member of your community.
2. Write a letter of application.

Problem VII. How can one hold his position and win promotion?

- A. Will appearance count? How?
- B. What work habits are essential?
- C. What is meant by loyalty?
- D. Are initiative and dependability important? Why?
- E. Should you learn the job above you? Why?
- F. Is health important?

Activities

Discover why a member of your community received promotion.

UNIT VIII. AMERICA SEEKS BETTER HOMES

The chief purpose of this unit is to find out why America seeks better homes, and how we can help obtain them.

America is only beginning to become conscious of its need for better shelter. While scarcely a dent has been made thus far

in solving the problems of housing, it seems that the United States is well on the way to development of a comprehensive, permanent housing program. An important part of such a national program is education. A national reform program of any kind can proceed in a democracy only as fast as citizens learn to understand the issues involved. This indicates the purpose of this unit. It is a step toward a better understanding of these issues.

In studying the problems outlined in this unit, pupils should attempt to relate them to their own individual and community problems. As indicated by the title of the unit, the major problem before the pupils at all times is, "What do I need to know, and what can I do to improve housing conditions in my community, state, and nation?"

Objectives

This unit is intended to help pupils acquire:

1. Habits and skills related directly to the improvement of homemaking*
2. Habits and skills in social cooperation to improve housing conditions such as habits of joining with others in movements to improve social conditions and of considering the viewpoints of others, and skill in leading or participating in group discussion and action
3. Habits and skills relating to improvement of one's learning about housing problems such as habits of generalizing specific data, seeking authoritative sources of information, basing conclusions upon consideration of all available data, observing and evaluating housing and other social conditions; and skill in use of charts, maps, graphs, and other visual material for interpreting data on housing, compilation of reference sources, selecting salient and relevant facts from a large mass of data, reading about housing problems, gaining information from others
4. Attitudes toward improving one's own home such as desire to improve one's own home, interest in learning, best methods of improving a home, willingness to cooperate with other members of the family in improving the home,

*These would be appropriately developed in other courses such as home economics, mathematics, manual arts, and so on. Several other units in this course in *Problems of American Life* offer opportunities for development of some of these skills, particularly the units on "Home and Family Problems" and "Searching for Higher Life Values."

a sense of community responsibility for keeping one's home and its surroundings attractive

5. Attitudes toward improving homes of others such as desire to help improve homes of others and pride in the appearance of the community
6. Attitudes toward working with others in solving housing problems such as willingness to consider all points of view, willingness to accept responsibility for doing one's share as a member of a group, willingness to follow leadership, willingness to lead when requested, respect for opinion of the majority
7. Attitudes toward solving individual and social problems of housing such as a desire for more information on housing conditions, aggressiveness in seeking more information and in attacking housing problems, respect for findings of science, preference for objective data, and a critical attitude toward conclusions as shown by a tendency to modify conclusions when warranted by newly discovered data
8. Attitudes toward government's part in solving housing problems such as respect for processes of democracy, willingness to face facts regarding imperfections of government, desire to preserve present values while making changes, and willingness to change toward procedures more socially beneficial
9. The following understandings :
 - a. Good housing contributes to a realization of many fundamental human values, including physical and mental health, good character and citizenship, efficiency, family stability and security.
 - b. Present housing conditions prevent many of these values from being realized and are chiefly harmful in their effects upon individuals and upon the community.
 - c. Housing deficiencies are caused by shortages among factors of production, distribution, and consumption of goods.
 - d. The improvement of housing conditions must be through action of all agencies and individuals interested in housing toward removing the shortages which exist among the foregoing economic factors.

Chief Problems and Suggested Activities

Problem I. To what degree does our community fail to meet good housing standards?

Activities

1. Activities for introducing the problem of housing
 - a. Determine what per cent of the income of the student's family is spent for housing.
 - b. Discuss the chief problems of this unit in relation to the local community.
 - c. Determine how the students' own homes can be improved.
 - d. Invite members of housing authorities or other persons well informed on housing to talk to the class.
 - e. Interview dwellers in the slums to discover their attitudes and ideas regarding their neighborhoods.
 - f. Interview a member of the police force whose beat is in a slum district to find out the crime problem in that district.
 - g. Interview social workers, nurses, and physicians to find out about health conditions in a slum district.
 - h. Visit slums and shanty towns in the community; visit neighborhoods of middle-class houses and of the most expensive houses.
 - i. Look at pictures and charts taken from many different sources showing housing and community conditions.
 - j. Take photographs in different parts of the community and discuss these in class.
 - k. Bring to class and discuss striking and stimulating quotations which have broad social and economic implications regarding the housing problem. For example:

"The American people are not housed in the manner to which their resources of land, materials, and skills entitle them."—Warren

Jay Vinton, "A Survey of Approaches to the Housing Problem," American Academy of Political and Social Science, **The Annals**, 190:7, March, 1937.

- l. Examine newspapers for interesting news and descriptions of housing.
- m. Read the **Congressional Record** for debates in Congress on housing matters.
- n. Read newspapers for accounts of legislation being considered which will affect housing in your community.
- o. Read reviews of books on housing.
- p. Report to the social studies class on activities and discussions in other classes which have a bearing on the problems of housing.

Problem II. How does our community compare with other communities in regard to conditions of housing?

Activities

1. Activities for gaining information about housing
 - a. Read books, pamphlets, reports, and other materials which describe in detail the problems of housing, in order to find solution of the chief problems suggested for this unit.
 - b. Find out what research and surveys of housing conditions have been made in your community.
 - c. Make a score-card for rating a house and a residence community. Rate a community according to this score-card.
 - d. Make a map of your city or neighborhood to show areas of undesirable housing. Make other maps to show areas of high death rates and occurrence of crime. Compare these with your housing map.
 - e. Compare local housing conditions with those of other communities and of the nation as revealed by the **Real Property Inventory**. (United States Department of Commerce, 1934.)

- f. Determine the minimum income which will enable a family to purchase housing of a certain standard in your community.
- g. Determine the status of organizations of construction laborers in your community. What are their activities? How do these affect the cost of housing?
- h. Determine the effects of the plan of your city upon housing. From the standpoint of adequate housing, what is an ideal city plan?
- i. Find out what activities regarding city planning are taking place in your city.
- j. Find out the number of real estate dealers and firms in your city, the activities in which they engage, and their methods of procedure.
- k. Have one or more members of the class plan to buy or build a house and go through all the activities required for acquiring the home.
- l. Appoint a committee of the class as a community-planning commission to study and report on planning needs and procedures in the community.
- m. Appoint another group as a tax-planning commission to study taxes and report on methods of revising the tax system. (This activity might be combined with the work of the unit on "Financial Support of Public Services.")
- n. Appoint a legislative committee to study shortages in housing legislation and to make recommendations.
- o. Draw up standards for guiding a family in the proper use and care of home property.
- p. Compute the cost of maintenance of a home in each of several sections of the community. How can such costs be reduced?
- q. Compare rents in the community with rents in other communities; compute the rent necessary for a landlord to charge in order to pay for amortization, interest on investment, taxes, maintenance and profit, and other costs; determine whether rents are too high.

- r. Study reports of tax assessors and real estate transactions over a period of years to determine the extent of depreciation of property values in different sections of the city.
- s. Compare the costs of living in the center of a city with costs of living in the suburbs, taking into account such factors as costs of transportation to and from work in the city.
- t. Make a glossary of terms essential to a study of housing problems.

Problem III. What evidence do we find in our community regarding the effects of housing conditions upon the satisfaction of human needs; that is, what are the effects of these conditions upon physical and mental health, character, citizenship, etc.?

Activities

1. Activities for presenting housing information to others
 - a. Conduct a panel discussion or debate on ways of improving housing in the community or in the nation.
 - b. Plan and prepare an exhibit of graphic housing informational materials.
 - c. Plan and present a drama showing the struggle of a low-income family to maintain a decent standard of living.
 - d. Write articles for the school paper on information gathered and activities carried on in relation to the unit on housing.

Problem IV. What are the shortages in our community among the factors which determine the production of good housing? Are we building enough good houses for the population? Why?

Activities

1. Activities of group action

- a. Prepare a booklet of graphic materials on housing conditions and effects in the community (not demanding that something be done, but rather in a spirit of helping the community to know the facts).
- b. Organize committees and speakers' bureaus to present the findings of this unit to civic organizations and to student groups in other schools.
- c. Present the findings of the unit to the Parent-Teachers Association.
- d. Organize a Home Improvement Club to study methods of improving individual homes.

Problem V. What are the shortages in our community among factors which determine the distribution of good housing? Do all families have sufficient income to pay for good housing? Why? What can we do about it?

Activities

1. Activities to be carried on in relation to other high school studies

- a. English composition
Several activities have already been suggested; all reports, debates, discussions, newspaper articles represent activities of this sort.
- b. Literature
Describe housing conditions of other communities, other countries, and other historical periods by reading novels and other literary works.
- c. Home economics
This unit correlates with home economics in many points, and it might well be conducted by cooperation of the social studies and home economics classes. All activities relating to the use of housing, and of improving the home, may be carried on in the home economics courses.

d. Art

- (1) Make posters depicting housing conditions, or illustrating ideas or ideals regarding such conditions.
- (2) Compare types of architecture, and study the relation of such types to the requirements of modern family life.
- (3) Prepare standards for more artistic home decoration and selection and arrangement of furnishings.
- (4) Study standards for community planning, and show how artistic principles may be applied to the arrangement of home surroundings, streets, and subdivisions.

e. History

- (1) Trace the history of the housing movement in the United States.
- (2) Show the trends since colonial times in the development of home architecture.
- (3) Give evidence to show the rapidity or slowness with which we may expect change in social ideals regarding housing.
- (4) Point out the relation between the historical development of social and political ideals in the United States and the development and change in housing conditions.

f. Geography

- (1) Show the relationship between geographic conditions and the development of certain types of architecture.
- (2) Show the relationship of geographical factors to urbanization and congestion.
- (3) Show the relationship of geographical factors to land values.

g. Mathematics

All activities relating to the computing of costs, budgets, statistical trends, and the like, would be appropriately developed in the mathematics classes.

h. Physical sciences

Show the contribution of physics and chemistry to the development of new types of building materials and household equipment.

i. Biological sciences

(1) Show the relationship of housing to health.

(2) Study the extent to which housing has been planned to meet the biological needs of the family.

(3) Determine the factors which should be considered in building a house to meet family biological needs.

j. Other subjects

This unit, as planned, serves as an integrating unit for civics, economics, and sociology.

Problem VI. What are the shortages in our community among factors which determine the best use of housing? To what extent is bad housing the fault of the people who live in the undesirable homes? To what extent is it possible for families to improve their own homes and thus provide better shelter for themselves?

Activities

1. Activities for summarizing the work of the unit

a. Bring to a completion and report on the activities begun.

b. Prepare an exhibit of charts, posters, pictures, art work, and other materials collected and prepared in connection with the work of the unit. Use this exhibit for public display, and plan a method of presenting to the public, explanations of the material prepared.

- c. Present a debate or panel discussion to the Parent-Teachers Association or to some other group, based upon the most important issues brought out in the unit.
- d. Present to the school assembly a drama to show housing problems of a low-income family.
- e. Present individual or committee reports to the class summarizing the information gained.

Problem VII. What are the remedies for the economic and social shortages which create and maintain undesirable housing in our community?

UNIT IX. MAN'S SEARCH FOR HIGHER VALUES*

The cultivated man or woman is one who is able to distinguish good from bad and better from best, and is constantly in search of higher values. Such a person is never a snob, and will take the good wherever it may be found. He or she has a wealth that is unaffected by such conditions as depressions, fluctuations of the stock exchange, price of farm products, or failure of crops.

Objectives

This unit should be developed

1. To stimulate the pupil to begin and carry on the search for higher values which will enrich his own life and the lives of those with whom he is associated
2. To give the pupil an understanding of the fundamental principles underlying all art, including the art of living
3. To inspire the pupil to seek to understand the possibilities for development in his own environment and to endeavor to make the most of these possibilities for himself and for others

The values referred to in the first objective are expressed concretely in the arts. Any work done in a creative spirit, with care for rightness and perfection, rises to the level of

*The teacher of this unit should study in detail suggestions made in "Fine Arts in the Elementary School" in the *Colorado State Course of Study for Elementary Schools*, pp. 489-666. The teacher of social studies should also confer with teachers in the arts with regard to correlation of this unit with materials in the various secondary school course of study bulletins whose publication will follow. Materials in the bulletins on English, art, and music should be especially considered.

art. A broad conception of art will include all such work, and notably experiences in the following:

- a. Art of living
- b. Music
- c. Pictorial arts
- d. Architecture and sculpture
- e. Literature
- f. Dance
- g. Drama

Fundamental Principles in Art

There are many theories and "schools" of art. These should be studied and compared. Different artists classify art principles under various systems of categories, which include such terms as:

1. Variety within unity
2. Design
3. Functionalism
4. Color
5. Rhythm
6. Harmony
7. Contrast

Teachers of social studies, literature, art, music, and other subject fields should cooperate in planning a presentation of these concepts to pupils.

Chief Problems and Suggested Activities

Problem I. How can we make living an art?

- A. What are the qualities in human beings which make them especially desirable as friends and companions?
- B. Is a haphazard person (one who does not design his life) satisfactory and stimulating as a companion?
- C. Why is a person who has varied interests so interesting to other people and to himself?
- D. Is an understanding person more or less self-centered than others?
- E. How can one deepen his own understanding of other people?

- F. How can one create an environment about himself which will give him peace and happiness and be a stimulation to his friends?
- G. How can one make necessary details of living, such as eating and dressing and daily behavior, contribute to the art of living?

Activities

1. Do you really listen when other people talk or wait impatiently for your own turn to speak? Make a report of a recent conversation at your own dinner table.
2. Listen to a radio news commentator. Report how many times you felt a desire to break into his discussion with an expression of your own ideas.
3. Observe a class to see how many times the pupils made statements which had no bearing on the subject under discussion.
4. Study and discuss the problem of improving conversation. (See **Course of Study for Elementary Schools**, p. 80.)
5. Do you value people for qualities within themselves or for their "position in society," the kind of house they live in, etc.? Discuss this with other pupils.
6. Do you observe, and study, the lives of others who seem to know how to live? Write a description of the characteristics of a friend whom you consider to be the most interesting, such as a former teacher of whom you were especially fond, a radio personality, a screen favorite, a historical character, or a character in fiction. Can you find any characteristics common to all? If so, what are they?
7. Do you spend some time thinking of the **direction** you want your life to take? Write a description of yourself ten years hence.

8. Do you study ways in which to improve your environment, your house, your yard, your room, with whatever means are at hand? Take some snapshots of your yard or your room. See if you can improve on their arrangement. Take snapshots showing the change. Exhibit these to the class, explaining why you made the change.
9. Go to a variety store and choose from the realm of the cheap and gaudy, articles which are good in design and color. Report to the class which you would choose if you were a purchaser. (Where conditions permit, actual purchases would best illustrate the point.)
10. Outline other problems relative to "living as an art," and suggest further activities which might improve understanding of these problems.

Problem II. How can we enrich life through music?

Music is a language, as is each of the arts and, like other arts, can be better understood and more enjoyed by all who will take the trouble to give attention to it. Music can express what cannot be said in words or through any other medium. An understanding of music will help in the understanding of other arts.

- A. How can you gain a better understanding and appreciation of music?
- B. What elements in music should be studied to give a better appreciation of it?
- C. Why does most "popular" music die out after a short time?
- D. What are the qualities inherent in "great" music, the type of music which endures?
- E. How does music affect the personality of an individual?
- F. How does music affect social relationships?
- G. To what degree can propaganda be presented through music?

Activities

1. Check yourself on the following:
 - a. Do you listen to music with your mind and senses alert?
 - b. Do you sometimes listen to music which is beyond your present understanding?
 - c. Is your attitude toward music which seems difficult or "too classical" one of respect?
 - d. Do you listen to the Damrosch programs, the symphony concerts, and other radio programs which are accompanied by explanation?
 - e. Do you sing or play some instrument, and really study the problems of music while so doing?
 - f. Do you respect the rights of others at a concert by being silent (even if you do not care for the music) and by not rustling your program, or otherwise disturbing other listeners?
2. Read the lives of some composers, and try to understand their purposes and problems. Make a report to the class. Listen carefully to music you do not understand and try to deepen your comprehension. Make a record of your reactions covering a certain period of time.
3. Discuss the following: "Music is not only a language which can be learned, but a language which will always hold further possibilities of enjoyment and enlightenment."
4. Learn to sing, or play some instrument, if possible.
5. Practice being respectful toward what seems beyond you at the time.
6. Interview teachers of music and other musicians, and study books on music to collect materials for a report on "What elements in music should be studied in order to give us a better appreciation of it?"

7. Explain and criticize the following, and other terms used by various musicians as names for the elements of music: repetition, variety, color, theme, melody, harmony, rhythm, form, composition. To what extent are these terms applicable to other arts, such as painting, architecture, and literature?
8. Prepare a report showing the social influence of music. How is it used to influence public attitudes toward problems related to war, labor, religion, patriotism, and the like? Is this propaganda? Is it justifiable? Illustrate in songs, phonograph records, etc.
9. Prepare a report showing how music helps us understand other nations and races.

Problem III. How can we enrich life through the pictorial arts, such as painting and allied arts, drawing, lithography, etching, etc.?

- A. How can we gain a better understanding and appreciation of the pictorial arts?
- B. What elements in the pictorial arts should be studied in order to give a better appreciation of these arts?
- C. How can you decide whether a picture is a sincere effort on the part of the artist to tell something (not a story), or whether it is a superficial thing designed to catch the attention, and to make an impression?
- D. Do most magazine covers hold our attention for long? Why?
- E. Why do some pictures remain in favor as long as the material can be preserved?
- F. How may the pictorial arts affect individual personality?
- G. How do the pictorial arts affect social relationships?
- H. How are the pictorial arts used for purposes of propaganda?

Activities

1. Check yourself on the following:
 - a. Do you look at pictures with the attitude of trying to understand what the artist has to say?
 - b. Do you ever say, "I don't know anything about art, but I know what I like"? To what extent is that attitude equivalent to wearing blinders?
 - c. Do you expect a picture to tell a story? Why or why not?
 - d. Do you expect a picture to be a photographic representation of a person or place? Why or why not?
 - e. Do you have set or preconceived ideas which prevent you from enjoying what seems new or different?
 - f. Do you consider good pictures a luxury to be indulged in only by the idle or the rich?
 - g. Are you honest in your observation of paintings or drawings or anxious to seem to like what others tell you is good?
2. Visit art galleries and study carefully and with an open mind what you see on the walls. Stand as far as possible from a picture when studying it. Report to the class your observations.
3. Study pictorial advertisements in magazines and decide which are good and are adapted to their purpose.
4. Many magazines now carry reproductions of paintings in colors. Study these, and read what is printed about them.
5. Try to do some drawing or painting yourself.
6. Make a scrapbook of reproductions found in newspapers and magazines.
7. Mount some good reproductions to hang on the wall of your room.

8. Study the design and color on butterfly wings, on the back of horn toads, on the leaves of plants.
9. If you spontaneously like or dislike a picture, try to analyze it, and find the reason for your favor or distaste.
10. Interview teachers of art and other artists, and study books on art to collect materials for a report on "What elements in the pictorial arts should be studied in order to give a better appreciation of these arts?"
11. Explain and criticize the following and other terms used by various artists as names for the elements of art: design, color, rhythm, movement, harmony, contrast, form, composition. Compare the use of these terms in the pictorial arts with their use in other arts, such as music, architecture, sculpture, literature.
12. Prepare a report showing the social influence of the pictorial arts. How are these used to influence public attitudes toward problems related to war, patriotism, labor, religion, and the like? Is this propaganda? Is it justifiable? Illustrate your report by reproductions in so far as possible.
13. Prepare a report showing how the pictorial arts may help us understand the people who belong to other races, nations, or sections of our own country.

Problem IV. What can architecture contribute to enrichment of life?

- A. How can we gain a better understanding and appreciation of architecture?
- B. What elements of architecture should be studied in order to gain a better appreciation of it?
- C. How does architecture compare with the other arts with respect to the adequacy with which it expresses the spirit of an age or of a people?

- D. What kinds of buildings are most appropriate for your community, considering climate, available material, use and harmony with the landscape?
- E. Why do old houses often have more appeal than many brand new ones?

Activities

1. Study the buildings in your community. Which are appropriate in regard to climate, available material, use, and harmony with surroundings? Make a detailed report to the class.
2. By committees, make a community survey to determine which buildings should be preserved because of their beauty and historical value.
3. Make a scrapbook, or draw or paint a series of pictures, showing prevailing types of home architecture in various parts of the world, and at various periods of history: for example, in colonial America, England at the beginning of the twentieth century, new homes in the United States in 1938 or later, and so on. How and why do these differ?
4. Report on the trend in architecture known as "functional." Read writings by modern architects and writers, such as Frank Lloyd Wright and Lewis Mumford to get materials for your report. Show the relationship of this new architecture to recent technological and social developments.
5. Certain modern architects believe that artistic home construction depends as much upon the planning of communities as upon the planning of single houses. Report on reasons for this opinion. Is architecture concerned with city planning? Is city planning an art?
6. Interview architects and others who have an intimate knowledge of architecture, and read to collect materials for a report on "What elements of architecture should be studied in order to gain a better appreciation of this art?"

7. Prepare a report showing the influence of architecture upon personality. For example, to what extent does the design of a house help determine traits of character of members of a family?
8. Prepare a report showing the influence of architecture upon social relationships. For example, to what extent are community cooperation and richness of community life determined by community architecture?

Problem V. What can literature contribute to enrichment of life?

This subject is dealt with more adequately in schools than are many other expressions of the art spirit.

- A. How can we gain a better understanding and appreciation of literature?
- B. Why should both good and stimulating material be secured for reading?
- C. What is its relation to an appreciation of literary quality?
- D. What elements of literary style should be studied in order to gain a better appreciation of it?
- E. What are the qualities inherent in the type of literature that endures?
- F. How does literature affect the character and personality of individuals?
- G. How does literature affect social relationships?
- H. To what extent may a piece of literature be both art and propaganda?

Activities

1. Check yourself on the following:
 - a. Do you read only what is easy or entertaining?
 - b. Do you read some things that are somewhat difficult to understand—that are a step beyond you?
 - c. Do you shun all poetry because you do not like the way some teacher presents it or because you have been required to memorize poems you did not like?

- d. Do you improve your appreciation of good writing by a careful choice of your own words in writing or speaking?
- e. Do you use care and thought in trying to find the word which best expresses your exact meaning in order to gain an appreciation of good writing?
2. Bring to class some examples of the best literature which you can find. Why do you like it? Read excerpts to the class. Does the class agree with your judgment?
3. Prepare check lists of criteria by which to rate various types of literature, such as poetry, short story, essay, and so on. Rate several writings on your check lists. Compare your ratings with those of other pupils.
4. Write poems, short stories, essays, or other types of writing, and try to conform to the criteria which you have set up in your check lists. Write letters to friends and make the letters conform to these literary criteria.
5. Interview teachers of literature, and writers, and study books on literature, to collect materials for a report on "What elements of literary style should be studied in order to gain a better appreciation of literature?"
6. Prepare a report showing the influence of literature upon character and personality. For example, to what extent may literature do the following: lead to immorality and crime, create good citizenship; produce indifference, inspire to high achievement; produce feelings of inferiority, stimulate self-confidence; make the reader dissatisfied, result in contentment with one's station in life?
7. Prepare a report showing the influence of literature upon social relationships. For example, how did literature affect the French Revolution, the American anti-slavery movement, the Fascist movement in Italy, the relationships between labor and capital in America, etc.?

8. Collect evidence on the following: "Is literature used more or less for purposes of propaganda than are other forms of art?"
9. Compare the attitude of fascist governments toward literature with the attitude toward literature taken by democratic governments. What is the relative effect of these attitudes upon authors? To what extent do the same official attitudes prevail in relation to the other arts?

Problem VI. How can the dance, as an art, contribute to the enrichment of life?

Dancing has been considered an art in America only in recent years. Creative dancing is like music, painting, and poetry, a language in which the artist tries to express his knowledge of the universe, and his feeling about what he has learned. Here, the art medium is the whole body. Dancing is one of the oldest of the arts, and has been called the "mother of all arts."

- A. How can one emerge from the popular conception of dancing as entertainment of a doubtful kind, into an understanding of the power and beauty of the dance, as an art, on the level with other arts in possibilities of achievement?
- B. What elements of dancing should be studied in order to gain a better appreciation of it?
- C. How does the dance affect the personality of individuals?
- D. How does the dance affect social relationships?
- E. To what extent may the dance be used to develop social attitudes which the artist or the government may consider desirable?
- F. What forms of dancing may be classified as art?

Activities

1. Discuss the following:
 - a. What is the significance of the dance in history?
 - (1) In the religious ceremonies of the ancients?
 - (2) Of modern peoples such as the American Indians?

- b. In what way does folk dancing express the spirit and characteristics of a people?
- c. How has the dance affected the other arts, such as sculpture, music, painting?
- d. How should one look at creative dancing, such as that of Harald Kreutzberg or Martha Graham?
 - (1) Should one expect a story?
 - (2) Should the dancer interpret the music?
 - (3) Should one have preconceived ideas as to what the dancer should do?
2. Try to see some dancing by masters of the dance.
3. Study pictures of dancing by masters, photographs of dance poses, or the creations of artists such as Degas.
4. Do some creative dancing yourself. Try to find movements to express what you know and feel.
5. In your social dancing, try to make it the expression of your real self, and a delight to the beholder.
6. Interview teachers of dancing and other artists, and study books on dancing, to collect materials for a report on "What elements of the dance should be studied in order to gain a better appreciation of it?"
7. Compare the influence of dancing upon the personalities of artists and observers with the influence upon personality of other arts such as music, literature, etc.
8. Compare the dance with other arts in regard to its influence upon social attitudes and relationships. Can the dance be used to mould public opinion? Can it be used for purposes of propaganda?

Problem VII. How can drama contribute to the enrichment of life?

Drama is sometimes called a summation of all the arts because it includes them all. A knowledge of costume, interior decoration, music, rhythm, literary expression,

and other arts is essential to drama. In power of emotional expression, of social influence, of entertainment and amusement, of inspiration, the drama has no superior among the arts. In its old and new forms, including the stage, the radio, and the cinema, the drama is one of our most influential educational agencies.

- A. How can you gain a better understanding and appreciation of drama?
- B. Which do you like most—radio, stage, or screen plays? Why?
- C. Does the seeing of a play contribute to your understanding of the problems of others? Does it make you more sympathetic with those about you?
- D. Why have the great dramas of the past lived? What element or elements are common to all great drama?
- E. What should the setting and costuming of a play contribute?
- F. How may drama affect the personality of individuals?
- G. How does the drama in its various forms affect social relationships?
- H. To what extent may a play be both art and propaganda?

Activities

1. Discuss the following:
 - a. When you see a motion picture or a play, do you remember only the story, or do you remember also the costumes, settings, accompanying music, message of the author?
 - b. Do you prefer the type of play which pictures life as you know it or one which takes you into the realm of imagination?
 - c. Do you like a play that teaches you something of the past? Why?
 - d. Do you respect the rights of others at a play by refraining from commenting, by being in your seat and quiet at the rise of the curtain?

2. Read a comedy, an historical drama, a modern drama, a farce. Make a report on what you consider the author's purpose in each. How does he achieve it?
3. Take part in an amateur performance. Evaluate your reactions in a special report. What gave you the most pleasure—showing off your new clothes and yourself, forgetting yourself for the moment in the joy of being someone else, or the feeling of power which comes from moving an audience to laughter or tears?
4. Try to tell a story to the class using only your body—not your voice or lips. What does this teach you of bodily control?
5. Tell a story to the class using only your voice—no words or gestures.
6. Make a report on a play seen or heard recently which you greatly enjoyed. Give reasons for your preference.
7. Make a report on a play you disliked. Why did you dislike it?
8. List several possible purposes an author might have in writing a play. Give an example of each and show how the purpose is fulfilled.
9. Prepare check lists of criteria by which to rate stage plays, movies, and radio plays. Rate several of each type of play on your check lists. Compare your ratings with those of other members of the class.
10. Interview teachers of dramatics, actors, and dramatic critics, and study books on drama, to collect materials for a report on "What elements of drama should be studied in order to gain a better appreciation of it?"
11. Prepare a report showing the influence of drama upon character and personality. For example, to what extent may drama do the following: lead to immorality and crime, create good citizenship; produce indifference, inspire to high achievement; produce feelings of inferiority,

stimulate self-confidence; make the reader dissatisfied, result in contentment with one's station in life?

12. Prepare a report showing the influence of drama upon social relationships. For example: "How may drama help us to understand the people of other times and places? How does drama influence public opinion regarding such problems as war, law enforcement, use of liquor, city slums, government, religion, race conflict, labor-capital relationships, and the like?"
13. Collect evidence on the following: "Is drama used more or less for purposes of propaganda than are other forms of art?"
14. Compare the attitude of fascist governments toward drama with the attitude taken by democratic governments. What is the relative effect of these attitudes upon authors and actors?

UNIT X. THE NATIONS

This is an era of interdependence brought about through scientific developments which have steadily reduced the importance of time and distance. As an individual cannot live apart from society and his community, so a nation may not isolate itself if it is long to endure. Since this is true, we can see that many of the things we do, and much of what we think, to say nothing of what we need, depend largely upon the relations of our government with other countries. The present prosperity, or lack of it, in any country depends to a great extent upon whether that country has or has not established friendly relations with its neighbors.

Objectives

This unit is intended to help pupils to:

1. Understand how nations originate
2. Gain an understanding of how nations differ among themselves
3. Understand how nations are governed
4. Gain a greater appreciation of other countries and their contributions to civilization

5. Become more appreciative of races of mankind
6. Understand that by attempting to develop ways of solving problems of an international nature, they are benefiting themselves as well as society
7. Understand the significance of an interdependent world
8. Understand nationalism and its implications, and internationalism and its meaning
9. Break down prejudices, and place in their stead broad-minded and fair attitudes of friendliness and understanding for other peoples and other lands
10. Become active participants in the building of a more effective, stabilized, peace-seeking world citizenship

Chief Problems and Suggested Activities

Problem I. How did nations originate?

- A. What is a nation?
- B. How did nations come into being?
- C. What was the necessity for such an organization?
- D. How were tribes created?
- E. How did tribes grow into nations?

Activities

1. Make pictorial maps to show the origin and development of nations.
2. Make a graph showing the growth and development of nations.
3. Collect pictures of tribes to show racial differences.

Problem II. What are the main differences among nations?

- A. What are the chief large nations today?
- B. What are their chief problems and responsibilities?
- C. What contributions have they made to world civilization?
- D. How have nations been influenced by religion?
- E. How have nations been influenced by race?

Activities

1. Draw a map of the world and show the nations. Indicate the five nations having the largest area and the five having the densest population.
2. Discuss in a panel the trends of today which seem to foretell the destiny of the nations.
3. Show in a report to the class how the status of each of these great nations has been determined largely by its own history.
4. By decorating the bulletin boards show the cultural development of the great countries.
5. Present a display of Occidental arts and of Oriental arts to show their differences.
6. Write and present a pageant showing differences of traditions, customs, and manners of the great nations.
7. Through the use of displays, show the chief cultural contributions of the minor nations.
8. Point out the similar and dissimilar traits in the chief races. Illustrate by a series of moving pictures.
9. Discuss the nations where religion is a state affair. Show where it is treated as a personal matter.
10. Prepare a comparative chart of the various types of government. Have a newsreel showing the activities of the republics, monarchies, and dictatorships.
11. Make a current events scrapbook to illustrate.
12. Make a report showing how national law is developed and how it functions in various groups of nations.
13. Make a scrapbook to illustrate those nations which have economic security, and those facing bankruptcy.
14. Conduct a panel discussion showing how economic conditions have affected colonial policies.

Problem III. How are boundaries between nations determined?

- A. What are political boundaries?
- B. What are geographical boundaries?
- C. What are economic boundaries?
- D. What are military boundaries?
- E. What are language boundaries?

Activities

1. Make a series of maps showing the several types of boundaries.
2. Discuss in panel the various boundary disputes between nations, such as:
 - a. Tacna Arica dispute
 - b. Saar dispute
 - c. Alsace Lorraine
3. Show on a map the chief economic boundaries of several outstanding countries.
4. By drawings, cartoons, maps, and graphs show in as many ways as possible the chief influences upon countries of these different types of boundaries.
5. Have oral reports showing the importance of languages in the international scene.

Problem IV. How are types of governments determined for nations?

- A. How does this affect their destiny?
- B. How are monarchies established?
- C. How do internal conditions such as race, culture, and economics influence the establishment of government?
- D. What is the influence of external factors on the development of government?

Activities

1. Cite those countries in which monarchy has been successful and those in which it has failed. Give reasons for each result.

2. Make a study of England's royal family, Norway's, Sweden's, Denmark's.
3. Make a study of the Romanoffs, the Hohenzollerns, the Hapsburgs.
4. Write and present a play about one of these family groups.
5. Trace the history of those countries in which republics have been successful and in which they have failed. Discuss reasons for each result.
6. In a series of panel discussions, bring out the chief differences and similarities of the following:
 - a. Plato's Republic and the Republic of the United States
 - b. The French Republic and the Swiss Republic
 - c. The United States and the Republic of China
 - d. The South American Republics and the United States
7. Conduct a panel discussion showing what good has been rendered the countries by dictatorships and what harm has been done.
8. Show the relations existing between dictatorships and other countries.

Problem V. What are the various modern groupings of nations?

- A. What are the factors underlying group formations such as:
 1. The League of Nations and World Court
 2. The Danubian League
 3. The Rome-Berlin-Tokio axis
 4. The Anglo-French Pact
 5. The Franco-Prussian Pact
 6. Kellogg-Briand Pact
- B. What are the factors underlying the Pan-American Union?

C. To what extent do these groups make for

1. World economic security
2. Advancement of the arts and sciences
3. General raising of standards of living
4. World peace

Activities

1. Dramatize the settling of a boundary dispute between nations.
2. Make a graph showing the economic status of two countries at odds over boundaries.
3. Prepare a poster showing the cost of the World War in terms of life, property, money, and after effects.
4. Make a chart showing the cost of the World War in lives and money.
5. On an outline map of the world show the countries that were original members of the League of Nations; those that joined later; and those that withdrew.

Problem VI. How are scientific developments influencing international relationships?

Activities

1. Visit a telephone and a telegraph office. Make a report on the importance of this type of communication in world relationships.
2. Give a talk on the relation of recent aviation history and internationalism.
3. Discuss in a panel the importance of the newest inventions and discoveries in creating friendliness or enmity between world powers.

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